DOCUMENT RESUME

ED 065 393 SO 003 010

AUTHOR	Patterson, Frederick M.; And Others
TITLE	Civics: Local Laboratory in Democracy.
INSTITUTION	Illinois State Office of the Superintendent of Public Instruction, Springfield.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	[66]
NOTE	49p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*American Government (Course); *Citizenship; *Civics; Concept Teaching; Decision Making; *Democracy; Elementary Education; Political Science; Public Affairs Education; Resource Materials; Secondary Education; *Social Studies; Teaching Guides

ABSTRACT

This civics education handbook, developed for inservice teacher training, strives to prepare elementary and secondary students to understand the complexities of American democracy, how it functions, and how it can be expanded to meet the challenges today and tomorrow. A primary objective is to make the social studies classroom a laboratory of practical democracy, directing attention to and encouraging involvement in the search for solutions to society's problems and in the decision making process. Chapter 1, "Considerations on Civic Education", summarizes basic approaches to political science emphasizing political analysis. In chapter 2, "Political Concepts in the Social Studies", basic concepts and methods of concept development are offered. "Suggested Activities in Civics Instruction for the Ninth Grade", chapter 3, presents a fully developed instructional outline utilized in Belleville Township High School, focusing on rights and responsibilities, justice, and freedom. "A Traditional American Government Course Outline" is provided in chapter 4. The last chapter, "The Case Study in Civic Education", presents sample cases based on selected concepts. A glossary and bibliography of paperback books are included. (SJM)

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CIVICS: LOCAL LABORATORY IN DEMOCRACY

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ILLINOIS TITLE III, NDEA PROGRAM

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FOREWORD

Young people, in greater numbers than ever before, are taking part in political activities. They are showing an increased interest in world affairs. They are registering in unprecedented volume in social studies classes in both high school and college.

The stage upon which history now unfolds is crowded and noisy. It is crowded with crusades for men's minds. It is filled with groups of men seeking their independence and equality for the first time in the memory of man. It is filled with ambition and a desire, now more than ever, for elbow room—both intellectual and physical. Before us today are social problems which demand an immediate solution. Many of these problems have resulted from the relatively rapid shift of populations from a rural to an urban economy.

Unquestionably, ours is an age of heartening increased concern of man for his fellow man. Never before have we been aware of, or displayed such sympathy for, the underprivileged, diseased, and poverty-stricken people of the world. Efforts to stamp out illiteracy and superstition through world-wide economic development and public education are unparalleled in history. In response to this condition, our young people reach out for knowledge, curious about the complex world situation, the troublesome domestic difficulties, and the intricacies of the social, political, and economic world. So, as Americans interested in providing the greatest opportunities for our youth, we have a job to do.

Recently, there has been a widespread concern and effort to reassess instructional programs and practices in the social studies. Not the least of the areas receiving emphasis is civic education. Few persons will challenge the need for greater emphasis on civic responsibility in our schools and communities today and in the years ahead. The great economic, social, and political issues and problems of our times, if they are to be properly and fully understood, must be interpreted by an informed citizenry.

During the past two years, Frederick M. Patterson, Kenneth P. Holmes, Erna Murphy, and other members of the Illinois Council for the Social Studies have worked closely with Paul E. Woods, Director, Title III NDEA; William W. Elam, Assistant Director, Title III, NDEA, in charge of social studies; and the Title III Staff to help develop the basic materials for inservice training programs in civics sponsored under the jurisdiction of the Title III Office. The cooperation of the Illinois Council for the Social Studies in such projects as the Title III, NDEA Program in Illinois is greatly appreciated. Without such close cooperation between state consultants, college and university personnel, and professional organizations working with the elementary and secondary teachers and administrators, social studies programs will lack the articulation necessary to keep pace with modern curriculum development.

The Office of the Superintendent of Public Instruction is deeply grateful to the group of able contributors who have planned and written this handbook. They are to be commended for their diligence and assumption of a very responsible task. It is hoped that this handbook will make a worthwhile contribution to the improvement of civic education in our State and Nation.

RAY PAGE
Superintendent of Public Instruction

Major changes in the American way of life in the last twenty years, resulting from the rapid development of the basic disciplines and the changing relationships among the peoples of the world, have increased the need for developing the highest quality of democratic citizenship in all children. Solutions for society's human problems, which range from conservation of natural resources to control of crime, from inefficient government to the maintenance of security, will result, largely, from the thinking of educated people. It is the charge of the social studies teacher to provide the atmosphere of learning in which the students will realize more fully their responsibilities as members of a democratic society, acquire the information and habits of clear thinking necessary for responsible action, and develop the humanity and insight requisite to achieving a more orderly and a peaceful world.

The Office of the Superintendent of Public Instruction and the Title III NDEA Office are pleased to sponsor this civics handbook. We hope that it will stimulate renewed interest in a critical subject area and will aid the teachers of Illinois in their quest for excellence in education.

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INTRODUCTION

The provisions of Title III of the National Defense Education Act of 1958 were revised in 1964 to include financial support for three areas of the social studies: history, geography and civics. The scope of civics under this legislation is not limited to the traditional structure and content of the existing civics courses of our school curriculum. The law wisely has encouraged educators to interpret civics as follows:

> "Civics comprehends the function as well as the structure of American government at all levels, including the impact on government of current developments at home and abroad . . . The committee further understands that support may be given to combinations of subject matter areas of this section of the Bill in accordance with the current usage of the local school system. Such interdisciplinary studies could well include the study of international affairs which have a direct influence in shaping American life and it is hoped would include an understanding of the responsibilities of citizens in a democracy. Knowledge of these responsibilities of citizenship, the committee believes, is essential if we are to strengthen the intellectual and moral fiber of our Nation."[1]

This all inclusive definition of civics as used in Title III provides educators with both the challenge and the opportunity to direct the emphasis of this area of the social studies to the basic problems of political education. The treatment of civic education long focused on the factual minutiae of federal, state and local governmental structure and its resulting product, the passive observer, must be replaced. Our need is the citizen who understands the complexities of American democracy, how it functions, and how it can be expended to meet the challenges of today and tomorrow. The importance of civic education can not be overestimated. The social studies classroom must be the laboratory of practical democracy directing attention to, and encouraging involvement in, the search for solutions to society's problems.

Civic education should involve the student in decision making. It should direct much of its emphasis to the role and purpose of government in our society. It must pass on to its students understanding of the tradition of freedom; how it has evolved, and why it is a goal of most of humanity.

This handbook will strive for these high ideals. Its philosophy will be that of fostering change and hopefully challenging those involved in social studies education to continue and broaden the meaningful experimentation now taking place in the social studies curriculum. The handbook presents a fully developed instructional outline utilized in the Belleville Township High School's Freshman Civics course. This section can be invaluable to those seeking new direction and variety of instructional techniques. The handbook will direct attention to the role of the case study in civic education and present some sample cases based on selected concepts. The last section of the handbook will present a general bibliography of materials which might be of value in expanding existing collections of resources now on hand in individual schools.

The present handbook used as its base the 1965-1966 publication *Handbook for History and Civics Workshops.* Those engaged in the editorial project which produced the 1967 civics handbook are grateful for the efforts and the product of the previous authors. It is our hope that this current edition will serve adequately as a stimulus for new viewpoints on civic education.

No handbook developed for inservice training is a finished product. Constructive criticism of its content and points of view is earnestly sought. In the final analysis the value of both the publication and the workshops in civics will depend on the professional teacher's enthusiastic participation and the willingness of our educational systems to cope with pressure of a society swept up in the process of change.

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[1] United States Congress, Senate Committee on Labor and Public Welfare, Amendments to National Defense Education Act and Impacted Areas Legislation, Report No. 1275, 88th Congress, 2nd Session, Washington, D. C., Government Printing Office, 1965. P. 10-11.

CHAPTER ONE

CONSIDERATIONS ON CIVIC EDUCATION

Man cannot go through life without forming some basic beliefs about government. From virtually the time of birth to the time of death, man is learning or reinforcing certain basic beliefs, or concepts, about government. From the tribal society, as it enters the stream of recorded history, to the industrial society of today, man has praised, discussed, ignored, changed, or cursed government. The ideal of a just government is held as closely by man of the twentieth century as it was by man in the time of Confucius. Every society has sought to transmit its concept of "good government" to its children. The process of communicating the values, habits, and expectations of a particular society is partly conscious but largely unconscious. The Kirkpatricks see the learning of political socialization taking place largely outside of the educational system:

> "There is much we do not yet know about the details of political socialization, but we do know that patterns of political behavior, the other aspects of acculturation, are acquired subtly, almost imperceptibly, from the total environment of the child. Attitudes toward authority, and specifically toward political authority; identification with groups and symbols; expectations concerning adult political roles, including paying taxes, serving in the military forces, voting, participating in politics—these are a few of the determinants of the quality of citizenship that are only peripherally influenced by formal courses. They are largely a matter of conscience and character, the product of the long process of political socialization. It is important to remember, therefore, that academic instruction plays only a minor role, at best, in the process of political socialization. This makes it all the more important that such instruction be based on a clear understanding of what can and cannot be accomplished in the classroom!"[1]

In every society the long process of political socialization has been a central concern. Surely the history of the United States presents ample documentation of the concern for political understanding.

From the Land Ordinance of 1785 to the present multiplicity of education acts our nation has demonstrated an abiding concern for education. From the one room school house to the present multiversity we have witnessed the physical expansion of educational facilities.

[1] M. Evron and Jeane J. Kirkpatrick, "Political Science", *High School Social Studies Perspectives*, Geneva, Illinois, Houghton Mifflin Company, 1962.

The philosophic premise upon which our educational system is founded has been stated in many variations upon a central theme. The theme has been the Jeffersonian concept that:

> "Whenever the people are well-informed they can be trusted with their own government; whenever things get so far wrong as to attract their notice, they may be relied on to set them to rights."

With some deviation, stated goals for American public education, and specifically for civic education, have been that students gain an understanding of the following: the democratic process; the structure and foundation of government in the United States; the basic values, ideals, and principles of democracy; the rights and responsibilities of our government. The ideals may be more elaborately and beautifully stated, but the basic thought has remained rather constant.

The laudable ideals of civic education which appear in most of our social studies syllabi will never be completely realized. As the Kirkpatricks observed, ". . . academic instruction plays only a minor role, at best, in the process of political socialization." Perhaps there exists a number of political scientists who contend that there is little use in stating value goals. There surely are those who insist that words such as "appreciation," "democracy," and "responsibility" have meaning only in an individual sense and that the school should avoid the teaching of values.

The problem of teaching values is significant in the study of civic education. Obviously, all teachers present a consideration of values. Each teacher insists on, or suggests, certain behavioral objectives in the classroom. The teacher usually insists, for example, that students attend class and engage in some part of the class activity. Few classrooms function without some form of anticipated student behavior; classroom attendance differs from attendance at a football game or a dance. When any teacher or class establishes rules or anticipated behavior, a value system is being taught. The degree to which the simple value system of class behavior becomes one of a total program of indoctrination rests, in large measure, with the teacher. Often a value system which has little relation to the reality of the student's life can be imposed by an ambitious teacher. At times there is confusion in our role as teachers in the educational process.

The basic function of education is to extract from the student and not instruct. The teaching act is one of unfolding ideas from the student; not of infilling the student with data and predigested generalizations. Learning how to think is wholly different from being told what to think. The process of education is one of analysis; not memorizing maxims. The process of education is one of gathering data for use; not gathering data to support textbook generalizations.

The important goals for any teacher of government are those which he establishes. There are no better questions to raise than "Why am I teaching this course?" and "What should a student gain by taking this course?"

Political science is often defined as the examination of the origin, organization, and function of government. Arguments have been conducted for years as to whether we should speak of political science or political study. The arguments are too familiar to teachers of government to be presented in this handbook. Also, to some degree, the academic disagreement has been lessened by board definition of "civic education," which was established by the National Defense Education Act and is quoted in our introduction. For the purpose of brevity we shall use the word which the discipline gives itself, political science, and the individual teacher may determine whether to consider it as a science or a study.

Political science, as all of the disciplines of the social studies, is undergoing rapid change; change in basic philosophic approach and in methodology. An excellent brief consideration of the approaches to political science is contained in the National Council for the Social Studies 36th Yearbook, *Political Science in the Social Studies,* Donald H. Riddle and Robert S. Cleary, Eds. There is a value in examining, even if briefly, some of the general approaches which are used in political science.

The Philosophic Approach

The basis of the philosophic approach is the examination of major ideas of political theorists. The student may read and analyze the thoughts of men who have been fountains of political speculation. Implicit in the philosophic approach is the belief that individuals such as Aristotle, Machiavelli, Hobbes, Locke, and Marx have so shaped our existing governmental institutions that we best understand the present by examining the philosophic considerations of the past. The philosophic approach to the study of politics has an ancient lineage and exists today as a major branch of political science.

The study of political philosophy and theory enjoys a favored position in junior high school civic education. An examination of philosophic concepts of John Locke, which underlie the Declaration of Independence, has been long utilized by teachers. Most teachers insist upon examining the Marxian doctrine as part of the study of communism.

There are obvious advantages in using this theoretical approach. A prime advantage is that the material is readily available and the student is not deluged by a plethora of conflicting data. The students can read what Locke, Jefferson, or Marx said and form their own conclusions. Also the students can relate political theory to present practice with relative ease. Concepts such as natural rights, right of revolution, the proper role of government, and the nature of man are of continuing concern.

An additional advantage of the philosophic approach is that it partakes of the humanities. In so far as it pursues the questions which the humanities raise, subject matter barriers are breached and the concern for political analysis receives added emphasis.

The Structural and Institutional Approach

The method of studying political behavior by analyzing the structure of government, and the laws which it enforces, is also of long standing. The approach is one of learning the way a government is constructed and the manner in which it operates. The student of American government needs to understand the basic structure of his government. The structure of local government, the county officials, the executive branch of Illinois government, and how Congress passes a law are examples of information which a citizen needs to know.

There are obvious advantages to the structural and institutional approach. The most obvious is that it tends to blend readily with historical data. The analysis of the past is often more easily grasped. For example, it is probably easier for the student to analyze the Congressional election of 1866 than the election of 1966. Past data, particularly if far removed, tends to be more limited in amount and more thoroughly researched.

Structure of government and the mechanics of operation are also relatively easy to teach. Much of the structure and mechanics of government can be taught with variations of programmed learning. A diagram of "How a Bill Becomes a Law" or the "Illinois Judicial Department" is fairly easily grasped.

Behavioral Approach

The behavioral approach is both old and new as an interpretation of political phenomena. Aristotle viewed man as a social animal who organized politically. From the history centered study of politics men have been concerned with why particular decisions were made. Why did James I of Great Britain thwart Parliament and why did Woodrow Wilson fail in the ratification of the Versailles Treaty are political questions which probe the area of behavior.

The behavioral approach received impetus in the post World War II period. The available data and the tech-

nological means of quantification of data stimulated interest in examining political behavior. The computer, as a storing and retrieval system, enabled data to be processed and used in a new dimension. Field interviews, opinion polls, attitude scaling, questionnaires, and legislative voting records were techniques which increased emperical examination. The awesome sight of the computer functioning on an election evening indicates the possibilities in analyzing political behavior.

The behavioral approach has added immensely to quantitative political science. Political statements can be checked against existing data or against a control group. The behavioral approach stresses the "science" in political science—a science which is in its infancy, but one which has demonstrated a capacity for growth.

For the classroom teacher the behavioral approach has significant advantage. The use of role-playing, decision making, and model-building introduces the student into the complexity of political behavior. The student also can employ the tools of the political scientist in forming a questionnaire, taking a poll on an issue, or analyzing a student council election.

Methods of Teaching

The brief summary of some basic approaches to political science tends to present them as being mutually exclusive. Teachers recognize that educational methodology does not separate into distinct compartments. Different teachers will employ different approaches. Various classes of the same age group may employ varying approaches.

In any approach the prime concern must be the involvement of the student in making a political analysis. The student must be taught to use political data. The data may arise from a disagreement at recess at the third grade level or the disagreement over policy admitting Communist China to the United Nations at the High School level. The student must become involved in analyzing political behavior.

The analysis of political behavior should not be a superficial response to data. Analysis should be based upon conflicting points of view; not upon memorized generalizations.

The ability to use political data begins at an early age. We may not agree with Jerome Bruner that ". . . any subject can be taught effectively in some intellectually honest form to any child at any state of development . . ."[1] But we do recognize that the student must develop an ability for dealing with the political data and political information that is increasing at an accelerating rate. The citizen of today must deal with political complexity which the student of twenty-five years ago did not. Unless the world suddenly ceases to be dynamic, what must the citizen of 1980 comprehend?

As teachers, we realize that students must begin the study of political science well before the formal study of American government and that *civic education is a school-wide and not exclusively social studies responsibility.* Political science encourages the student to build a structure, an educational approach, which enables him to catalogue, classify, and interpret new data. Every student has some plan of analysis. With some students the plan of analysis may be a few basic concepts. Concepts such as "Democracy is best" or, "Negroes can't be trusted" or, "Politicians are all the same," or "It doesn't matter what we want," may be used as the plan or structure upon which the student classifies and records data. The pre-judging of data can thus take place. And it is obvious that in a world of increasing complexity, and perhaps uncertainty, that some form of classification, frame of reference, cataloguing, or evaluating information is necessary. The role of education is to assist students in expanding their frames of reference so that data can be handled with systematic intelligence.

Political science is centered upon emperical analysis. Now it is easy to state the need for emperical analysis or for gathering all available data, but how is it possible? Obviously our students cannot reasonably be expected to analyze the politics of Africa or of South America. There is too much information and the student may wallow in a morass of incomplete information.

The student needs to develop a frame of reference in his approach to research. The ideal frame of reference is one which the student creates, one which begins in the early formative education and continues through adult life. The frame of reference, or method of attack, may be built upon questions which concern the students. The old axiom of a good question half solving the problem is manifestly true in political analysis. There is no single set of questions which will meet the demands of all political situations. However, some of the following might be useful in encouraging students to frame their own method of attack.

1. What has been the environment and culture of the people?
2. What is the functional political philosophy of the people?
3. How have the leaders achieved power?
4. In what activities does the government engage?
5. To what degree are citizens involved in the decision-making process?
6. What are the communication organs for expression of public opinion?
7. What degree of freedom exists?

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[1] Bruner, Jerome, *The Process of Education,* Cambridge, Mass. Harvard Univ. Press. P. 33.

8. What is the role of political parties?

9. What is the structure of the government?

10. How effective and efficient is the administrative system?

11. How is justice determined?

12. What have been the relationships with other nations?

Merrill F. Hartshorn, Executive Secretary of the National Council for the Social Studies has expressed the challenge and hope of civic education eloquently in an essay "The Teaching of Civics Today for the Citizens of Tomorrow." He challenges us to recognize the following important points:

> "First, we must keep our course content up to date and in accord with the latest findings of reputable scholarship. Indeed, our concern for the truth dictates the necessity of keeping courses and teaching materials current, for it is our duty to make available to the student the widest possible range of information.
>
> "Second, it is recognized that many actions of government touch on sensitive areas of society and deal with controversial issues of all kinds. An educational program that avoids such issues is sterile and impotent. We have a responsibility to deal with controversial issues, presenting to the best of our ability all the facts and various sides of the issue under discussion.
>
> "Third, we have a responsibility to educate youth in the analysis of problems. They must know how to locate and evaluate information, how to think critically about an issue, how to reach conclusions based upon a careful assessment of the most significant aspects of an issue, and how to identify courses of action that are both socially desirable and politically realistic. In addition, we must develop in our students the ability to suspend judgment until the facts have been secured and evaluated and the willingness to change one's mind in the light of new evidence or changing conditions. In fact, it is only through such a process as this that we can prepare them to direct change effectively.
>
> "Finally, we must inculcate in our students a better understanding of the role of law in our society. If some action of government is not in accord with truth, or violates a basic principle of the American concept of justice and freedom, such an error can be remedied only by citizens capable of analyzing the issue and instigating action through legal channels."[1]

[1] Merrill F. Hartshorn, "The Teaching of Civics Today for the Citizens of Tomorrow," P. VI, *Citizenship and Government in Modern America*, New York, Holt Rinehart Winston, Inc., 1966.

CHAPTER TWO

POLITICAL CONCEPTS IN THE SOCIAL STUDIES

Civic education is a family, community, and total school responsibility which receives special emphasis in the area of social studies. The opportunity to consider political concepts begins early in the formal education of students. There are many situations which arise in education where basic civic concepts can be examined. A great many political attitudes are developed in an informal rather than structured study. The creative teacher will utilize opportunities as they arise.

The following, "Political Concepts in the Social Studies" for the primary, intermediate and junior high school students appeared in the 1962 edition of *Teaching the Social Studies,* Bulletin C-7, and was again published with minor editorial changes in 1965 in the *Handbook for History and Civics Workshops.*

This definitive study has been of value to teachers from elementary through junior high school. The identified concepts are broad in scope and should be expanded in the high school curriculum.

PRIMARY GRADES

Concepts

A. The child and his rights: The rights of others are as important as one's own rights.

B. Children live by rules, and rules are made in the family and for the community. The family is the universal source of government. Rights and duties are defined.

C. Government in the community: The concept of government for the community is basically the same as that of the family. City Government. National Government.

D. Officers in a community

Method of Development

The teacher in developing learnings about the family regularly can give emphasis to the role of the child as an individual with rights. He also recognizes others as having rights as well as himself.

As the child's learning experiences are expanded, he is made aware of the existence of rules that must be obeyed, be it in the family or in the community. Existence of rules makes it possible for the person to get more satisfaction out of life. Rules of behavior apply to everyone.

In a unit about the post office, or water works, or any other government service, it can be emphasized that there are services provided by government. Or in the unit on the community there may be some reference to the government of the city. There is the city hall, there are the policemen; there is the mayor, fire department and city council. These are symbols of government. They provide services for the citizens or provide order.

As the child learns about his community, he might be asked who places the policeman at his place of duty. He might also be told that this is one important function of government—the responsibility of providing services. The policeman is a good example of a person giving a service of protection which the person living in a community could not provide for himself.

In a discussion of the community one child may point out that his father is an alderman. The question might well be asked how he was chosen. The opportunity is available at this point to talk about how people are chosen to be aldermen. Aldermen in the city council make the

rules that determine the behavior of people. They are like the members of the family who make rules about the behavior of the family.

How is the policeman paid? Policemen are paid by the city or town. His pay comes from money the city gets from taxes. This in all probability represents a different source of income than that of the child's father. The child becomes aware of the fact that there is a political system that is *different* from the family system. *But* they are different means to the *same* ends—the protection of the individual and guaranteeing his rights.

INTERMEDIATE GRADES

Concepts

A. Government in the United States including Constitutions of states as well as the United States.

Method of Development

As the geography of the United States is studied with emphasis on the variety of communities, it can be pointed out in the learnings that states have governments and all of these have Constitutions. On September 17, it would be appropriate to make some acknowledgment of the Constitution of the United States. In American history, the story of the Constitution can be a definite part of the instruction.

Illinois has a constitution as do all the other 50 states. It includes articles for a form of government and provides for protection of rights and methods of choosing representatives. This information in the absence of specific units can be integrated into teaching about the state of Illinois.

The lives and careers of those who have helped to make our constitution and have contributed to the strength of our political system should be included in social studies units. The heritage of the United States has an important and appropriate place in the social studies in these grades.

B. Citizenship obligations of voting, paying taxes, obedience to law, recognition of the fact that *all* citizens have rights and immunities including minorities.

As the geography and history of the United States are taught, the values of responsible citizenship can be related directly with learnings about conservation. It takes taxes to get the money to build Glen Canyon Dam in Arizona or to build the ponds on some people's farms, or to build the four-lane freeways across the United States.

It can be pointed out that in certain sections of the country there are large minorities who may not have all the responsibilities of citizenship, but they do pay taxes and must obey the laws.

C. Rights of Citizens:
These are enumerated in the Constitution as the Bill of Rights. A good citizen knows these rights and insists upon them for himself, but is aware that everyone else has the same rights.

A study of the heritage of the United States provides stories about rights, such as: *The Story of the Declaration of Independence.*

D. World Interdependence:

1. Developments in international relations have brought about the United Nations. This is an organization that has made decisions arising out of the interdependence of people. This has given the United Nations some of the characteristics of government.

The story of mankind can include some emphasis upon the United Nations as the apex of interdependence.

2. The UN has been concerned about assistance to underdeveloped nations through such organizations as the World Health Organization (WHO), International Labor Organization (ILO), Food and Agriculture Organization (FAO).

Many of the problems arising out of man's environment provide the opportunity to point to these activities and a manifestation of the vast differences in the living habits of man. They also emphasize the interdependence of man. Special units of instruction are appropriate in these grades.

3. World Citizenship: The interdependence of man imposes a responsibility upon peoples. Particularly is this so in the United States which has so many resources. The world looks to the United States. The demands upon the United States will continue.

In a study of geography of the various areas of the world, the role of the United States is apparent. The learner should be reminded that the United States, whether through the United Nations or by direct decision, cannot avoid involvement in world affairs and international relations.

4. Rights of man on a world basis: The United Nations has created United Nations Educational, Scientific and Cultural Organization (UNESCO), and has adopted the Declaration of Human Rights. The UN recognizes the worth and dignity of mankind.

Emphasis on these developments is further recognition of man's interdependence. But it also permits the learner to see as he studies any area that men are equal and do have worth and dignity. Preparation and organization of materials must also give emphasis to the vast cultural differences among peoples in the world. American values are *not* those universally held.

JUNIOR HIGH SCHOOL

Concepts

A. The Constitution:
The problem of developing a strong government and the influences that brought the Constitution into being. The Constitution has been a lasting document, having been altered only twenty-five times.

Method of Development

An area should be structured with emphasis on the background that led to the formation of the Constitution. Particular reference should be made to such experiences as Shay's Rebellion; the weaknesses of the Articles of Confederation; the several compromises brought to the Convention; the use of the Federalist Papers as propaganda for it.

B. Federal System of government with the locations of authority; the concurrent powers; authority denied government.

Units and areas about this should stress the source of these powers in the Constitution. One of the objectives should be that the government functions by the implied, enumerated powers and that states have reserved or police powers. American history should be taught so that the learner will understand (a) that what government is today is not what it was in its beginning; (b) that the relationship of the national governments to the states was not crystalized until the Civil War. Another objective ought to be that the citizen has a dual responsibility to two levels of government.

C. The Structure of Government:
A unique characteristic of government is the separation of powers and a system of checks and balances.

A study of government must emphasize the significance of these principles as limiting the powers of the various branches and also providing the opposition the opportunity to check the excesses of the majority.

D. Popular Government:

1. Political Parties. The United States has a two-party system with a formal structure, which conforms to a federal system of government. There is also an informal structure of party organization and function that is of more significance to the citizen because of its effect upon him and his community.

Units in civics and history can emphasize this phenomenon in politics with a stress upon its importance in nominating and electing public officials. The importance of political bosses can be highlighted. Learnings provide an opportunity also to point up the necessity for the citizen to insist upon honesty, integrity, and responsibility in partisanship.

2. Voting takes several patterns and is based on certain fixed habits. Voting is important because it indicates in effect what the people expect from government, and it designates a certain party to run the government or part of the government. A vote is either a part of a majority or a minority.

The importance of voting is an unavoidable concept in presenting the processes of government. Special attention can be given to certain factors:

a. Why people vote the way they do.

b. Why people don't vote.

c. The minorities and voting patterns.

d. The effect of urbanization on voting.

3. Interest groups and public opinion: People align themselves into groups largely because of economic interest. One of the functions of an interest group is to persuade the public generally that its goals should have public support.

The learning should stress the importance of group action and its effect upon the individual citizen. Lobbies and their role in government represent another kind of representation which the citizens cannot ignore. The tactics of groups are of prime importance to each citizen.

The learner should be acquainted with the importance of the forms of mass communication. He comes in direct contact with the sources of public opinion. Public opinion is very important to the politician.

E. Majority Rule and Minority Responsibility:

Actions of government are determined by this principle. Provision is made for a minority to be heard. It is the responsibility of the citizen either to support the majority or to work with the opposition to change the decisions of the majority.

Understanding the nature of popular government is not adequate unless the concept of majority rule is given intense treatment. Activities within the school, such as the student council, provide excellent opportunities to stress the value of this concept. American history also has numerous instances where this has had significance.

F. Rights of People:

The Constitution guarantees the peoples' rights and protects them from the excesses of government or from the people themselves. Provision is made through due process of law and equal protection before the law. These rights are inalienable and are based on the principle of inherent natural rights of the individual to them.

A comprehensive treatment of the rights of citizens should include:

a. The nature of these rights.

b. The evolution of these rights.

c. Thorough understanding of particularly the First, Fifth, and Fourteenth Amendments.

d. Some of the problems that are the result of attempts on the part of minorities to realize their rights.

G. International Relationships and World Interdependence:

1. The United Nations.

2. The source of world tensions with specific reference to the United States.

3. Regional organizations.

Materials and information should focus upon the organization of the United Nations and its activities in the world today. These learnings should highlight the present world tensions with an effort to equate these with the lives of the students.

SENIOR HIGH SCHOOL

Political concepts for the high school curriculum may be identified, but the method of development becomes difficult, and perhaps meaningless, to the secondary teacher. This difficulty exists because of the vast array of courses which are found in high school social studies in the State of Illinois. Our educational system has but one required subject in the field, United States History.

Paul Tillett in his article "Teaching and Creative Citizenship" states the over-riding goal of secondary school teachers in social science to be that of passing on knowledge of the tradition of freedom, what it is, how it has evolved, where it is threatened, and its value to the society and to individuals.[1]

Rather than mold this broad goal into a series of concepts and methods of development we present two course syllabi for consideration and examination. The first is the ninth grade civics course of the Belleville Township High School system which represents one of the most thoroughly developed courses available for examination and analysis. It's philosophy presents through important threads of instruction, values and concepts which include: (1) Rights and Responsibilities; (2) Regard for rules; (3) Concept of Justice; and (4) Concept of Freedom. The Belleville course provides a wide range of activities and should be of great value to any teacher seeking methods and techniques of student involvement in a program of civic education.

The second of the course syllabi is presented in outline form structured in the traditional pattern of the 12th grade government course. In the activities sections the use of case studies is indicated in those units which readily lend themselves to this technique. This traditional approach need not negate the basic points of view of this handbook: experimentation in techniques of instruction, the concern in subject matter with the pressing problems of our society, and the dynamics of change as they relate to the functions and structures of political institutions. The secondary school government course, in its structure, must deal with issues of social change and the capabilities of government at all levels to initiate and implement programs of change.

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[1] Paul Tillett, "Teaching and Creative Citizenship," *Political Science in the Social Studies*, 36th Yearbook, National Council for the Social Studies, Washington, D.C., 1966, Page 286.

CHAPTER THREE

SUGGESTED ACTIVITIES IN CIVICS INSTRUCTION FOR THE NINTH GRADE*

This chapter of the civics handbook draws upon the experiences of Mrs. Erna Murphy, Lead Teacher of the Belleville Township High School's Freshman Civics Team, and past and present team members. Those members are: Mr. John R. Davis, Mr. Terry Blaies, Mr. Vincent Torigian, Mrs. Margaret Beaird, Mr. William Gushleff, Mr. Otis Miller, Mrs. Barbara Thurber, Mr. Robert Gentsch and Mr. Robert Bruker. It draws too upon the guidance of, and conferences with, her past and present department heads, Mr. Alvin Hebelsick and Mr. Harold Limper.

It also utilizes experiences and learnings of Mrs. Murphy in the Graduate School of Education at Harvard University under the direction of Dr. Donald W. Oliver, her adviser.

PREFACE

Teachers of civics, government, American problems, or political science have a rare opportunity these days, not only to teach the forms of our government, but also to stress the underlying philosophy of our founding fathers in establishing these forms. One can understand a study of the rights, privileges, and duties of citizens, both in the past and at present, only if the societal, political, geographic, and economic forces of the time are considered simultaneously. Just as government is not an isolated factor, apart from what is going on in society, what is happening politically, what is available due to geography, or, what is the state of the nation's economic health, so also its study cannot be an isolated, sterile, or pedantic exercise.

Whether his teaching style be autocratic or democratic, a civics teacher cannot ignore the following facts of life and their impact on his subject matter:

(a) the explosion of knowledge;

(b) the population explosion;

(c) the changing view of democratic citizenship;

(d) the contracting world;

(e) changing political structures;

(f) changing economic structures;

(g) the scientific and technological revolution;

(h) the emerging behavioral sciences and all the implications thereof.

Whether he likes it or not, a mere informational presentation, with more or less successful regurgitation at test time, simply no longer "fills the bill" in preparing students to understand their roles in a democracy, and a democracy's role in the world.

Whether one subscribes to the more conservative interpretations of political science and citizenship of the Kirkpatricks, or the jurisprudential approach to citizenship education of Oliver and Shaver, or to one of Patterson's approaches to citizenship education today, or, to Spitz's fundamental rationale behind politics, patriotism and the teacher, the fact that these and countless other studies have been made must shake us out of our lethargy and alert us to the many profound new learnings in our field.

In the light of these advances in learning, no teacher worthy of the title can risk miseducating children for useful and responsible citizenship in tomorrow's world.

INTRODUCTION

Ninth grade civics frequently is an elective course, although in some instances it may be required. In many schools one may take a year of ninth grade civics, or a year of government or American problems at the twelfth grade level.

In addition, the State of Illinois requires one year of American history. It also requires teachers to teach about the Declaration of Independence, the Constitution of the United States, the Illinois Constitution and the Flag of the United States. Further, it requires the students to pass an examination on these four topics.

Civics, at all levels, should stress active citizenship, and be planned so that students, after they learn the facts concerning a topic, are given opportunities to practice in some way, what they have learned.

PHILOSOPHY

Since the first goal in the course is to develop atti-

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* Although these activiites were created for ninth graders, they can easily be adapted downward for elementary grades and upward for tenth, eleventh and twelfth grades.

tudes and understandings which lead to good citizenship practices, the teacher should develop some bright strands of thought, to weave continually through the course, no matter what topic is being considered.

Adolescents are very aware of their rights, and because they are constantly claiming their rights at this age, it is wise to capitalize on this factor by teaching these, and at the same time stress their corresponding responsibilities. For example, they know that they have a right to a free, public education, but they usually do not know that they have a responsibility to secure this education, to perform as well as their capabilities permit, and to become trained and proficient American citizens so they will not become a tax burden upon society.

Similarly, they know they have a right to their own religion, or to have none at all if they so choose, but they do not realize that they have a corresponding responsibility to permit other citizens the same right without abuse, villification or slander.

This first bright thread of rights and responsibilities is woven in and out of every topic in the course.

A second thread is regard for the rules. Students' regard for rules is rather inverse at this stage in their lives, and they would "rather be caught dead" than noticeably to be obeying school rules. By starting with a discussion of rules; what they are, why we have them, who makes them, and what if they are unfair, one can usually get a consensus that school rules are necessary. From this point one can progress to why a person might sometimes want to break rules, and why a person might want to break rules all of the time. (Some real insights go to work for the teacher here).

Progression to community rules (laws), to state rules, to national rules, and to society's rules is easy and effective. One of the finest essays a teacher ever received from a student was entitled (his title) *Life Is More Fun If You Know the Rules.*

A teacher dealing with this age group, and this subject, must not let an adolescent's overt behavior fool him into believing the student is rejecting the message. He is gaining more than one thinks from such discussions.

The third thread to weave throughout the course is the concept of justice. A typical teenager will tell you there is no justice, and perhaps for him there hasn't been much of that commodity lying around, but this is an outstanding opportunity for a teacher to demonstrate to him that *here and now* there is *one* island of justice for *him*.

As the topics unfold, a consideration of justice in the home, in school, in church, in our communities, among our peoples, at work, in our labor unions, in our businesses, in conservation, in politics, in our taxing agencies, in governments, in the world . . . becomes of paramount importance to the students. Inevitably, the students become justice oriented, just as they become rights oriented and rules oriented.

A fourth thread to weave through the course is the concept of freedom. Because teenagers do not feel that they have enough freedom, and because they long for the time they will become "completely" free, their notion of freedom centers around freedom in their personal lives. This is a good iron to strike while hot!

From a discussion of personal freedom one can progress to our heritage of freedom, . . . why we are free, who kept us free, how we can lose our freedom in schools, community, state, nation, and world. Discussions of the freedom to vote as we please, move as we please, work where we please, and in the job that we please (as long as we have the skills to offer on the labor market), of what is apathy . . . all make the students freedom-minded and somewhat more vigilant in the matter of freedom.

So throughout the course the students should be aware, in any situation, of rights and responsibilities, of regard for the rules, of justice, and freedom. If they absorb positive attitudes concerning these four threads, if they accomplish this absorption by osmosis only, and if they do not master another aspect of the course, they will have still been motivated toward better citizenship practices.

COURSE CONTENT

Today there are several fine textbook offerings at various levels which can be used as points of departure in teaching civics. No textbook should be used, however, as the sole source of information and strategy for learning, and teaching. Workbooks, if used, should be used intelligently, that is, as tools for organizing information rather than as an end in themselves. No student should be led down the primrose path into thinking that, because he has filled in the blanks in a workbook, he has necessarily "learned" something.

Besides the text, workbooks, outside readings, book reports, vocabulary drills, news clippings and special reports, course content should be supplemented by major lessons presented by the classroom teacher, or by one of the team teachers, if large group instruction is used. In these presentations a few significant ideas should be presented clearly and interestingly, with several cogent illustrations of each concept. All of the material presented should be pertinent, and some may be the same as that which the students find in their readings, presented interestingly and illustrated copiously so that the concepts become increasingly clear.

The teacher should bring in current developments in the field, and illustrate these with old and/or new articles, magazine articles, and books. Lectures should be supported further by discussion guides, study guides, word drills, reviews, and tests. The strategy of role playing is an excellent one to bring learning to the student from within rather than being imposed on him by an outside factor. A question and answer period should be allowed immediately after the lecture to provide for instant clari-

fication of points and to allow an interesting interaction between teacher and students.

Course content should be supplemented by guest speakers who appear at the request of the teachers. The guests, or "V.I.P.'s" as students in one school have named them, should follow the same format as lecturing teachers, speaking about twenty-five minutes and answering questions during the remaining time in the period. (This "V.I.P." activity will be described more fully later in the Activities Section).

TYPICAL CIVICS UNIT

In view of the philosophy of the course, then, a properly planned civics unit should include:

(1) A list of major learnings

(2) A statement of objectives
  (a) teacher behavior
  (b) pupil behavior

(3) A calendar of events

(4) Weekly assignments

(5) Supplementary reading assignments

(6) Fiction, non-fiction, original source readings

(7) Skelton outlines for the major lessons

(8) Names, dates and proposed topics of "V.I.P." speakers to be invited into the classrooms

(9) Topics and guidelines for group talks (seminars)

(10) Interesting, provocative and varied vocabulary exercises

(11) Projects for the Learning Laboratory, geared to the major learnings (See later description)

(12) News clipping assignments of current events on topics which pertain to the unit

(13) Student newscasts which should include:
  (a) international news of the day
  (b) national news of the day
  (c) state news
  (d) local news
  (e) a topical item current in the news, that is, one related to the topic currently being studied
  (f) school news
  (g) a human interest story

(14) Chapter tests which include
  (a) an objective test for facts and information
  (b) a short essay test which enables students to utilize their new found knowledge

(15) A unit test which includes
  (a) an objective test for facts and information tion
  (b) an essay question which enables the student to grapple with the significant learnings of the unit, utilizing his new knowledge

SKILLS

Each civics teacher should develop a set of social studies skills which, when mastered, will provide his students with some degree of expertise in handling individual, social, business, academic and vocational tasks. A very effective way to accomplish this is for a teacher to ask himself the question: "What skills do my students need to master as they fulfill the requirements of my course?" He can then take a year to develop the description of these skills in language his students can comprehend and present copies to his students at the beginning of the next school year.

Our ninth grade civics team developed thirty-six social studies skills for their students' use and are currently at work on three additional skills. The list of these skills is as follows:

1. How to Prepare a Newspaper Clipping
2. How to Write a Business Letter
3. How to Write a Friendly Letter
4. How to Write a Thank You Note
5. How to Address Public Officials
6. How to Conduct an Interview
7. How to Escort and Introduce a "V.I.P."
8. How to Prepare a Good Report
9. How to Make an Honest Report
10. How to Give an Oral Report
11. How to Make a Written Report
12. How to Make a Current Events Report (Newscasts)
13. How to Read a Political Cartoon
14. How to Read Simple Graphs
15. How to Make a Map
16. How to Use a Dictionary
17. How to Use an Encyclopedia
18. How to Use an Atlas
19. How to Use an Index
20. How to Use the World Almanac

21. How to Prepare a Research Paper
22. How to Take Notes
23. How to Draw Conclusions
24. How to Summarize Social Studies Material
25. How to Study
26. How to Use Parliamentary Procedures
27. How to Work on a Committee
28. How to Take a Survey
29. How to Buy Stocks
30. How to Read a Financial Page
31. How to Outline
32. How to Solve Problems
33. How to Maintain Good Mental Health
34. How to Judge Your Own Maturity
35. How to Discover Your Own Special Abilities
36. How to Provide for a Needy Family

FULFILLMENT

A fulfilled citizen is a good citizen; an unfulfilled citizen is a poor citizen. It is the school's duty, then, to diagnose its students, evaluate their potentials, sort them and guide them into the curriculum which is most apt to equip them to perform well. Also, the school should support and reinforce values they should be learning in their homes and churches.

The teachers of this ninth grade civics course have found that the easiest unit to teach, as far as pupil interest is concerned, is *Discovering Ourselves and Our Life's Work,* because the students themselves are the subject of this unit. They are vitally interested in themselves, their interests, their abilities, and their skills. Physical characteristics and personality traits are of great importance to them in adolescence, and self improvement is almost a fetish. Sharpening their social skills is very important at this stage. They begin to think a bit about occupations, and the interest, abilities, aptitudes, and skills each occupation requires. They learn that they can be "tested" for interests, aptitudes and skills, and that the results of these tests can be guidelines in deciding what their future occupations can be.

In this school, an inventory of interests is taken in the large group situation in the civics classes by their counsellors. These interest inventories are scored and filed in the students' folders in the counsellors' offices and are interpreted to the students there. Their counsellors also discuss their interests in relation to their abilities and skills.

The teacher of civics should pause and think of tremendous responsibility to the Republic before he tu out students he hates to teach because they are acade cally slow, who in turn hate civics, (partly because the way it was taught), and who subsequently beco resentful, ignorant or apathetic voter-citizens.

To help a student sense his own worth as an indiv ual, to open the vistas as to how he can become a fulfill person, and to excite him about the rights and responsib ities of citizens . . . these epitomize the heights of e cellence in a civics teacher.

ACTIVITIES

As was stated earlier, learnings should be unde scored with appropriate activity—some action designe to give actual experience in the subject matter taugh In this way the students get the "feel" of the subject an remember for a longer period of time what they hav learned. (We learn to do by doing) In describing th various activities which follow, the author will try t explain the rationale behind each, and to give som insight into the gains to the student. Some activities ar carried out individually, others in committee, others i groups.

Election of Officers

Because the democratic process is so vitally a part of our way of life, it is important that as many students as possible serve as elected officers of each civics section (class). Even in larger schools it seems that the same group of "leaders" get elected year after year to these positions of honor. There is no fault to be found with this process, as natural leaders emerge, but civics teachers should provide an environment where more and more students may experience leadership roles. Therefore, the election of civics class officers, strictly following parliamentary rules, and upholding that precious heritage, the secret ballot, is a logical activity to be executed early in each school year.

Using Robert's Rules of Order, a president, vice-president, secretary and treasurer can be elected in each section with the teacher serving as parliamentarian until one can be appointed by the president. A person should be allowed to decline a nomination but only after he has thanked his nominator and stated why he must decline.

Once elected, officers should function to full advantage, or the honor of election to office can lose status and become downgraded. A president can take charge of the class when the teacher is called out; meet and escort a "V.I.P." to class; extemporaneously thank a "V.I.P." after an appearance in class; preside over a court of officers to discipline a bad actor on a field trip; and request time for a class meeting from the teacher.

The vice-president can fulfill any of the above functions if the president is absent; be in charge of handing

out and collecting papers; serve as the chairman of various survey committees; be placed in charge of classroom environment (heat, light, shades, neatness, etc.); and be held responsible for classroom supplies.

The secretary can serve as roll checker; be responsible for letters of invitation to "V.I.P.'s" and for the notes of thanks which should follow each appearance; and naturally, be in charge of the minutes.

The treasurer should handle all monies belonging to the class; collect and write receipts for bus fares for field trips; and keep a treasurer's book to balance the accounts. (Actual retention of the money is not necessary as most schools provide safe places for the storage of student funds) He also keeps account of the collection and disbursement of any other monies belonging to the class.

The parliamentarian should be able to read well and to command respect from the class. In some classes he can be identified as the bright, but not too popular student, often nominated, but never quite getting elected to office. He would be a natural choice for the position of parliamentarian and perhaps an erudite teacher could "guide" a president into appointing him. We need not lose the brighter, less popular, student's involvement in the democratic process.

Time has proven that officers rise to their responsibilities willingly, and well, and impeachment rarely becomes necessary.

"V.I.P.'s"

It is both a privilege and duty for a citizen to communicate with his elected officials. Accordingly, civics students could write to a member of the school board and invite him to come and speak to the civics classes. Since poor letters are a reflection on preceding teachers, and since students *must* learn how to write a good letter sometime, it becomes necessary for the civics teacher to correct and return these letters to each pupil until an acceptable letter is finally turned in.

Board members, who do accept, could follow the "V.I.P." format of speaking for about twenty-five minutes, allowing the remainder of the period for written, signed questions from the students. Or, if he is not skittish or gun shy, and if the students have been instructed in avoiding impertinence, questions from the floor might be stimulating. The students would benefit from observing how each board member's concept of his role differs from that of other members of the board.

The class secretary should write thank you notes on behalf of the class, and should mail them promptly.

Other "V.I.P.'s" who could be invited to speak to civics classes are:

1. An executive secretary of the Chamber of Commerce
2. A business representative of a union
3. A U.S. district attorney
4. The county superintendent of schools
5. A special agent of the F.B.I.
6. A U.S. congressman
7. A U.S. senator
8. A state senator
9. A state representative
10. A lobbyist
11. A lawyer to speak on civil rights
12. A mayor
13. A circuit judge
14. A conservationist
15. A county official
16. A township supervisor
17. A city police chief
18. School administrators and deans

There are many more such people. A community has a thousand teachers.

The questions the students ask must be sparked by the visitor's remarks and may be searching, but not impertinent. However, in the case of an elected public official or candidate, we do not hold it impertinent to be interested in his age, occupation, religion, marital status, background or party. These things electors have a right to know about an official. No questions are to be planted; on some occasions a guest may have to decline to answer due to restrictions of taste or appropriateness.

A day or so before each guest appears, the teacher should give the students a notion of his background, his place in the scheme of things and they decide if he is important enough for them to rise and applaud when he enters the room. Children are very generous. They usually accord this "V.I.P." treatment to all guest speakers.

Usually, guests like to speak about their duties, this being an easy springboard or point of departure for them. Seasoned guests will hurry through their remarks because they enjoy the give and take of the question and answer period more than "making a speech."

Newscasts

The civics teacher can appoint a newscaster who would give a three to five minute news summary after leading the class in the pledge to the flag.

The daily newscast can include an item of international importance, one of national scope, one on state affairs, one on a local happening, one on the topic being

covered in the course that week, one on inside school news and a human interest story.

Sometimes two students can alternate news stories, "a'la Huntley and Brinkley." The reports should be well prepared and presented, with time given for appraisal of the performance by the class.

News Clippings

A good citizen is a well informed citizen. To aid the student in forming the habit of reading a newspaper regularly, the civics teacher can assign a weekly current news clipping on a specific topic, the topic to vary from week to week. It can be due on the same day of each week to give the student more support in forming his habit. It should be mounted on theme paper in a manner prescribed by the teacher and described with the "five w's" (who, what, why, where, when) to the side of the mounted article.

The students will be fascinated to note how two different newspapers may treat the same news item, and that there is not a single topic in the average civics course which is not covered in the newspapers.

They come to realize that a newspaper is a living textbook.

Meetings

Students should be encouraged to attend public meetings, such as school board, city council, township, county or community council meetings. A teacher should be present at these meetings at all times when he knows students will be in attendance. The student may attend in various roles. He may choose to go as a reporter and write a news report of what he saw. Or, he may prefer to attend as an artist and draw what he saw. Or, he may prefer to create an editorial cartoon from his impressions of the meeting. Finally, he may attend as a student and write the traditional theme as a report.

Secretaries should come to class the next day prepared with thank you notes to send to the appropriate official for his courtesy in permitting the students to attend. Needless to say, the students' behavior, manners, and dress should be above reproach at these meetings.

Posters

Any student, who wishes to do so, may volunteer to make a poster or a series of posters for use in the halls, on the bulletin boards, or as illustrative material for a teacher's TV presentation. It may be a reminder of a school rule; a series of posters showing why people don't vote; or an illustrative warning against some infraction of rules currently being stressed in the principal's bulletin.

It is in this realm that we should be most able to give feelings of success to lower ability students. They can't read or write, but often they can draw. If they cannot draw, perhaps they can letter well. It can be rewarding to watch their reaction when a teacher calls their peers' attention to a particularly well executed bulletin board, or posters or signs for which they have taken responsibility.

The Stock Buying Project

Students come to teachers with fairly good notions of the meaning of freedom of speech, freedom of religion, the right to assemble, the right to petition and the right to trial by jury. However, they have very vague notions of the meaning of free enterprise, or the workings of the free enterprise system. Accordingly, a group project can be developed which would give them the experience of being capitalists, teach them how businesses are organized and run, how they make a product, what taxes they pay, how they re-invest, what is capital, how they borrow money, how they pay their stockholders, the positions for which one can train in a corporation, how stockholder's meetings are held, when and where they are held, the financial page, the stock exchange, a stockbroker's business, the difference between speculation and investment, between blue chip and glamor stocks.

Each teacher can appoint (after calling for volunteers) two student stockbrokers from each of his classes. These stockbrokers would meet with a professional stockbroker, and from him secure dope sheets on fifteen or twenty leading stocks, which, in his opinion, will be active and good buys for the students. After studying these, each student stockbroker would report to his class what companies are offering stocks for sale, what they manufacture, what ratings they enjoy, what earnings they have maintained over a period of ten years, and what event in national or world affairs is likely to affect the demand for the product or the status of the company.

Then the students would be ready to vote their shares and select the stock they want to buy. Often, this will have been the first time they have experience that "money talks." For many, it will have been the first time that each person does not have the right to equal vote in a matter, and that the precept of one vote to each person does not hold true. They will react variously and interestingly to the realization that a student who has bought three dollars of stock has six times as much to say about the running of his company than the student who has bought one fifty cent share.

The student stockbrokers should stay with the teacher to count the ballots and the results posted. Charts and graphs depicting the stock's rise and fall should be kept up to date in the various classrooms by the student stockbrokers.

The students will read the financial page, patronize "their" companies (often a civics student is really not "in" if he drinks anything but Coca Cola), will be alert for news stories concerning them, and generally will behave like capitalists.

In our opinion a realistic stock buying project provides more learning experiences than any other group project so far undertaken. At present, it is held to be illegal in Illinois to actually buy stocks through a class project. Therefore, to retain the benefits of such an exercise, it is recommended that simulation techniques be employed.

The Christmas Needy Family Project

In December, students and teachers become imbued with the spirit of concern for their fellow man. Because this is held to be good, the teachers should seek to reinforce this spirit with a social service oriented learning experience.

The teacher can secure from a reliable source, who has cased the families, the name of a deserving family with several children who, because of bad luck, ill health, a plant shut-down etc., might be faced with a less-than-happy Christmas. The source should also provide the ages, sizes, genders and number of people in the family, being careful to include the grownups. The civics classes can "adopt" the family which is known to them only as "Our Family."

The students can refurbish toys, clothes, and books, wrap them gaily, and on a specified day bring them to school. They should be careful not to forget the parents and grandparents in the offerings. On "Canned Goods Day," each student can bring one can of fruit or vegetables, and on "Give Up Day," they can forego a dessert and donate the money to a fund for the family's Christmas dinner. The only restriction on them is that they may not ask their own family for money, since it is effort, concern and sacrifice from the students themselves which is the desired goal.

Turkey, fresh vegetables, fruit, candy, and nut committees can be set up, and, after much discussion, the food will be bought and stored in the school cafeteria cooler until it is to be delivered.

On the last day of school before the Christmas vacation, a school truck can be loaded, and the presents and food delivered to the needy families. One student from each class is selected, by lot, to help deliver the cargo. The families must have been alerted to the truck's arrival, and must have previously indicated that they are willing to receive this help.

Questionnaires show that this project is one of the most satisfying to the students, and one which they recommend be continued. If money is left from the Christmas fund, it can be spent at Easter time for food for the same family.

Conservation of human resources is learned here, with overtones of social service work, family service needs, employability, brotherhood, compassion, and giving not only of material things, but something of one's self. Another type of learning is involved, epitomized by the girl who called the writer on Christmas morning to chat about the needy family, and who suddenly blurted, "I cannot help but think that all of *my* presents are new."

The Springfield Field Trip

Since the State Capital is so centrally located, it is fruitful, profitable and desirable to plan a trip to Springfield. It should be timed to take place after the material on state government has been presented, this reinforcing the classroom learnings.

Participation should be voluntary and each student should pay his own way. The school board may pay the bus fare of indigent children who wish to go, but plans for the trip should be announced at the start of school in the fall, and the students should be encouraged to mow lawns, baby sit, or shovel snow so as to be able to take the trip in the spring. The cost is nominal, including the round trip bus fare, the cost of the students' special lunch, the cost of supper and a small amount for cold drinks and souvenirs.

Insofar as possible, the students should help with the planning of the trip. Certain restrictions in planning will occur, however, due to the restrictions of school policy in regard to field trips, the school clothing code, the school bus code, all of which should be in effect on the trip. Permission slips, which spell out in detail the arrangements for the trip, are to be signed by parents, and collected and filed by the class secretaries. The treasurers should collect bus fares in advance, write out receipts, deposit money with the school bookkeeper, and file the receipt with the (team) teachers. Student aides should compile alphabetized lists of students going on the trip as well as lists of those remaining at school so that attendance rolls do not become ensnarled. Student housekeepers should provide litter bags to keep the bus floors clean. Student artists can prepare bus signs which proudly proclaim who the students are and from whence they come.

Teacher planning, in the meantime, should keep apace with that of the students. "The buddy system" can be set up (it is harder to lose two than one), seating can be fixed on a first come, first served basis. Class secretaries can be provided with seating charts which they can fill out, and should be given the responsibility of not permitting the bus to depart from a stop without each student sitting in his seat. The chief guide of the Capital and cafeteria manager should have been alerted that the students will arrive, and the time to expect them and how many there will be.

And so they depart, with a teacher in charge of each bus. The first stop is the Capitol Building.

From the Rotunda, students go immediately to the Gallery of the House where they are permitted to observe the proceedings. It is with real proprietary interest that the students will watch "their" representatives at their

seats in the Chamber. After about thirty minutes, during which time they usually hear some debate and often watch a bill being voted on, they proceed to the Senate Gallery where a similar observation period is enjoyed. From the Senate Gallery, they proceed to the reception room of the Governor's Office, thence to the reception room of the Secretary of State's Office. There, on display, is the machine which embosses the Great Seal of the State of Illinois on official documents, and the students will be presented with souvenir cards, also so embossed.

From the Secretary of State's Office the students proceed to the cafeteria of the new State Office Building where a special student luncheon is served. After lunch they visit the new State Museum, Lincoln's Home, Lincoln's Tomb, and New Salem, the reconstructed village where Lincoln spent his early manhood days. Supper is eaten at a special student smorgasbord.

So much for the itinerary and activities of the trip. In the classroom the students will have learned of the organization of our State Government, how it is supported, the services it offers the people, its problems and its needs. The field trip gives the teacher an excellent opportunity to re-emphasize these learnings on the spot, for the trip sparks hundreds of questions. The children sense the excitement and glamor of a capital city, and careers in government are discussed.

Each student who attends should be required to make some sort of report on his trip. Again, he may go as a reporter, an artist, a cartoonist, a secretary, a student —and on this trip he may also go as a photographer. Sometimes a student will "wear several hats" on this trip and turn in a report that combines several kinds of activity.

Questionnaires reveal that this activity is by far the most popular of all our group activities, probably because it meets more of the student's needs.

Group Talks or Seminars

More teachers are becoming aware of the fact (perhaps some of you have always known) that, just because a talking teacher stands before a group of silent students, learning does not necessarily take place. The students can (and do) pay surface attention, tune the teacher out, think about more interesting things, day dream, worry, and write notes, sometimes while nodding to show the teacher he is "paying attention." Occasionally, when the teacher hits upon a topic in which the student is interested, he will interact with the teacher and the other students.

This situation (teacher talking, students listening) forces the teacher to do one of two things; either he must become a superb performer, or he must adopt the attitude "I am giving it to them, it is their fault if they don't get it." In either case, there is no guarantee that learning will take place. Whether it does or not will depend on what is going on in the student, in his home, in his classroom, even in his "crowd." His pre-occupation with sex, with his worries, his fears, his frustrations, his anxieties, all may very well blot out even the most brilliant performance of a teacher on a given day.

One answer is to change the student's role from a passive to an active one. Some schools provide enough time, an appropriate place, and a benevolent climate for seminars—small discussion groups which enable the student to speak on a topic. He may speak out of ignorance, out of fear, out of frustration, out of his own "bad" or "good" experiences, out of his own prejudices (or his parent's), but he will be speaking.

The purpose of a seminar, then, is to permit students to speak freely on a given topic, and to provide an atmosphere in which they may ventilate their feelings and express their thoughts without any emphasis by the teacher on "rightness" or "wrongness." This atmosphere should provide an opportunity for the students to rule the roost, with the teacher being just another member of the group.

The procedure could be somewhat as follows: A small number of students and a teacher could sit facing each other to consider a given topic. The teacher could structure the session loosely, stating the most minimal of ground rules, such as:

1. You must be responsible for the discussion;
2. You may say anything you want, as long as it deals with the topic (e.g. School);
3. At the end of the period you must draw at least three conclusions and someone should write them on the board;
4. I will participate only rarely, for this is when I learn from you.

Depending on the group, (after he has seen it in action several times) the teacher may want to appoint a student leader, ask the students to elect one, or perhaps permit a natural leader to emerge. He will find it difficult to restrain himself (for teachers are so accustomed to rewarding "right" attitudes and punishing "wrong" ones) but should spend the time developing his own technique of listening—encouraging students to talk by nodding, smiling, and reacting thoughtfully.

As for students' behavior, they should be encouraged to express themselves freely on the topic of the day, but they must stay on some aspect (and it may be remote) of the topic. They may disagree with the teacher's known stand on a topic, without fear of reprisal, but they may not be rude. There are no "wrong" or "right" attitudes in these sessions and the students should feel free to express themselves without fear of teacher censure.

The teacher might behave as follows: He could strive to establish an easy casual teacher-pupil relationship in this seminar; he would not censure students for attitudes expressed; and he should learn to encourage discussion, but should actually say very little. A long silence is not necessarily "bad," and he need not feel he should rush in to fill the void. The students may actually be thinking at this time. He may register mild shock, surprise, pleasure, joy, sorrow, or any other feeling, but should try very hard *not* to register censure of what was said. He should be aware that no "X" number of items have to be covered during the period, that this is his chance to learn from the students their attitudes and understandings. He should delimit swear words (although the writer would make no big issue if one were spoken), filthy language and gestures. He should not feel he has to answer every charge—this is for the students to do for each other.

The conclusions do not have to be earth shaking. Perhaps a very important conclusion might be that Susie Smith "shoots off her mouth" and doesn't know what she is talking about, a very important conclusion for Susie to come by, indeed.

Ideally, seminars should be conducted with small groups of students (5-10), and should not be a daily occurrence. They will be noisy, and principals will need to be educated that noisiness in these sessions is not "bad." The seminars should be regularly scheduled ahead of time, and announced so that the students may look forward to them. Some students may not like them, others may feel threatened by them, so it should be no surprise to the teacher if all students do not participate at the same level.

The finest example of seminar work observed by this author is the work being done at Ridgewood High School in Norridge, Illinois, in the State Project for the Gifted. There, students of all three tracks were observed participating fully and most effectively.

A new concept "The Group Talk" is in the process of being developed by the Educational Services, Inc., 44a Brattle Street, Cambridge, Mass., by Dr. Barbara Whipple. It was developed with fifth grade students by Dr. Whipple and her colleagues, along certain behavioral lines. Not yet ready for publication, and with certain further studies to be made, the study will be sent (fee unknown) at the appropriate time to teachers who place their names on the mailing list. While it is geared to fifth grade level, teachers of any grade could benefit greatly from reading this work.

Role Playing

Another device (probably already used by many civics teachers) for attaining more student involvement is role playing. Not a new notion, it is sometimes approached with trepidation by teachers, probably because of their strong sense of "right" and "wrong" and their vague discomfort over where unstructured situations may lead.

Partially to allay this feeling, the author has created five role playing situations to provide structure, and still not limit the students' interpretation of these roles. The situations are:

1) The School Board Meeting

2) The Family Council

3) The Church Council

4) Our People

5) The Neighborhood Meeting

Since the school district is a unit of local government which most civics teachers will cover, and since students may be somewhat familiar with the workings of the board, the author has reproduced the *School Board Meeting* in its entirety. It is recommended that each role be assigned a day or so in advance, to give each student assigned a role time to think about his part. The remainder of the class can play the roles of the general public, contractors, building trades representatives, etc. (Note: If any teacher uses this role playing situation, the author would be very interested in receiving feedback—how it worked, what went well, what went poorly, interesting sidelights, etc. These in turn will be reproduced and sent to Dr. Donald W. Oliver, the author's adviser in the Harvard Graduate School of Education, who will also be trying it at Concord, Massachusetts.)

ROLE PLAYING SITUATION No. 1

The School Board Meeting

Let us suppose that the School Board of Belleville Township High School is considering the building of a natatorium, costing $975,000 and permitting both the students of B.T.H.S. West and B.T.H.S. East to use it as a part of their regular physical education curriculum.

The Board has been considering this matter for some time now, but must really come to a decision tonight, for the Superintendent has promised the Belleville News-Democrat and the East St. Louis Journal to have the decision by the end of the meeting. Also he has other things to move on to and cannot get the Board to consider his plans for a new instructional materials center until this proposition is voted on, and either carried or lost.

The Board would have to put the matter of financing up to a referendum of the people and so must be very clear in its thinking on the matter.

Here are the Board Members:

The President, Harvey Beck, who is the cashier at the First National Bank. A graduate of Harvard University School of Business, Harvey married his high

school sweetheart whose father was president of the bank's Board of Directors, and who helped Harvey get his first job there. Since that time Harvey has applied himself and has risen to the top position of cashier. He and his wife had one son, Alan, who lost his life in a drowning accident in a pond on the family farm eight years ago.

Al Reynolds is a District Vice President in the Bricklayers' Union and earns his living as a sales engineer for a new process type brick. This firm operates out of St. Louis, but Al and his wife and three children, ages 11, 13, and 16, live in belleville and the sixteen year old boy is a junior at B.T.H.S. West. Mrs. Reynolds is active in P.T.A. and Mr. Reynolds is an active community worker.

Bill Schirmer, an accountant for the local brewery, is not a native of Belleville, having been reared in a nearby small town which had a three year high school, and so he graduated from B.T.H.S. and received his further training at night from Washington University in St. Louis. He and his wife have one son, Jim, 17, who has a fine tenor voice and who plans to go to a good liberal arts school with a strong music department and major in music.

Ray Nelsen is a foundry owner whose wife was a runner-up for the women's Olympic Swimming Team. He met her on a business trip to California, fell in love with her and brought her home to Belleville. They have three daughters, 13, 15, and 17, all beautiful swimmers.

Joseph Shanahan is an insurance salesman. He and his wife and nine children live in a modest home in a good neighborhood. The children of school age attend either St. Henry's Grade School or Althoff High School. He has been a Boy Scout Master for ten years, and he is an amateur photographer. His wife was a physical education teacher before she married Mr. Shanahan.

John Blake is a struggling young lawyer who has not as yet established a very large practice. While running for the Board is a non-partisan matter in Belleville, observant people have noted that he appears regularly at Democratic party functions, which, of course, is his right. He is married, has an infant son, Roger, age one year. His wife helps earn money by modelling at Montaldo's in St. Louis.

Victor Akers is a dairy farmer who specializes in a select breed of cows. He and his wife were raised on farms near Belleville and have five sons, all of whom have graduated from the University of Illinois School of Agriculture. They are all married and have growing families. They all live near the home farm, and have quite a large dairy farm operation. Mr. Akers is an active member of the Grange.

Your task:

1. Assume the role of the person you are assigned to play;
2. Think about his position, background, etc;
3. "Get into his skin;"
4. Spend 20-25 minutes in discussion;
5. Vote, explaining your reasons for voting the way you did.

PROJECTS FOR LEARNING

The central purpose of these projects is to allow for individual differences, and to encourage students of all levels of ability to do independent work of an interesting nature, which will promote learning.

A good way for a teacher to go about creating these projects is to have a list of major learnings and basic concepts of the course near at hand, and develop and create projects for each. Naturally, team teachers will need only to develop those which apply to their own units.

Each list of projects for learning ought to be preceded with some statement about the nature and purpose of the projects. This should be addressed directly to the student in order to stimulate his involvement. For example:

"Below are listed some interesting things you may do in order to learn more about our schools. Those asterisked (*) are required by all. The others listed will add to your store of knowledge. They are numbered for your convenience. Be sure to secure your teacher's approval before beginning."

The author and her team of civics teachers have developed several hundred projects for learning over the years. It would not be feasible to reproduce them all here, so representative examples will be listed. The learnings will be readily recognized by civics teachers alert to ways of supplementing or underlining textbook and outside readings. For teachers who recognize the value of developing social studies skills as well as teaching subject matter and aiding in developing understandings, these projects may be of real value.

Projects for Learning: Our Schools

Below are listed some interesting things you may do in order to learn more about our schools. Those asterisked (*) are required by all. The others listed will add to your store of knowledge.

They are numbered for your convenience. Be sure to secure your teacher's approval before beginning them.

* 1. Write a letter of invitation to any member of our Board of Education. Invite him to come and speak to our civics classes for about 25-30 minutes on any subject of his choice. Be sure to include your teacher's name, your room number, the time

your class meets. Do not pin him down to a day, but let him call your teacher to make the arrangements. Since a poor letter might reflect on your feeder school, your teacher must see it and the stamped envelope before it is mailed.

* 2. Make a poster depicting one school rule, or denoting a good school attitude. This must be no smaller than 12″ x 18″ and no larger than the 15¢ poster board sold in the bookstore.

3. Conduct a survey of all the civics students as to what qualities they like most in a teacher. Tabulate the results. Illustrate the results. (This would be a good committee assignment. Perhaps your teacher will permit you to serve on a joint committee made up of one student from each teacher's class.)

4. Same as #3, except that the survey would be on the qualities they like least in a teacher. (Also a joint committee assignment).

5. Same as #3, except that the survey would be on the qualities they like least in fellow students. (Joint Committee.)

6. Same as #3, except that the survey would be on the qualities they like most in fellow students. (Joint committee)

7. Make an appointment with Miss Ruth Fincke, Secretary to the Board of Education, District #201, and find out the following information:
   (a) How much it costs per pupil to furnish a high school education;
   (b) How much per pupil State aid we get;
   (c) How much per pupil Federal aid we get.

Do not attempt this project until you have studied the Skill on *How To Conduct An Interview*. This must be limited to one person.

8. With two fellow students plan and present a short play on the following topics:
   (a) A School in the Old Days;
   (b) John Brown Studies His Homework.

9. Find out from Mr. K. Lane Miller if our school has its own list of educational goals. If it has, illustrate and label them on large poster board and explain them in your own words to your class. Only one person may do this.

10. Report on the organization Future Teachers of America. Describe its membership requirements and activities.

11. Construct a pie graph showing where the money comes from to support our public schools.

12. Do some research on what one of the following figures thought about education and how it ought to be carried on. Then write a short speech, in the first person, in which he might be making a passionate plea for his ideas.
   (a) Benjamin Franklin
   (b) Thomas Jefferson
   (c) Horace Mann
   (d) John B. Conant

   Then arrange with your teacher to give the speech in class.

13. Make a series of posters depicting what high school can do for you. Label each one. Do not omit any.

14. Make a series of posters depicting how to study. Label each one.

15. With one or both of your parents attend a School Board meeting (the 4th Thursday of each month). You may:
   (a) Attend as a reporter and write up the proceedings as a news article;
   (b) Attend as a secretary and write up the proceedings as minutes;
   (c) Attend as an artist and draw what you see;
   (d) Attend as a cartoonist and draw an editorial comment on the proceedings;
   (e) Attend as a student and write a report on the proceedings;
   (f) Attend as a student delegate from your class and report back to the class on the meeting.

   Note: It might be wise for you to approach the President of the Board and let him know you are a civics student. Do not attend without one or both, of your parents or some other responsible grown-up. The "Clothing Code" is in effect for this meeting.

16. Prepare a set of flash cards, no smaller than 5″ x 7″ or 6″ x 8″ using the following list of words. On one side, and in a uniform manner, print the word, and on the reverse side write out the meaning of that word or phrase as it applies to civics.

   Consult your texts and your dictionary.

   Fundamental Skills

   Board of Education

   Administrators

   Faculty

   School District

Academic Curriculum

Vocational Curriculum

Business Curriculum

Projects for Learning: Our Homes and Families

1. Make a series of posters, suitable for display in the school room, depicting the four foes of happy family life.
2. Ask your teacher to permit you to serve on a joint committee to conduct a survey and find out the average size of the family in our civics classes (one person from each class may serve). Construct a graph to show results.
3. Ask your teacher to permit you to serve on a joint committee to find out the percent of home ownership in our civics classes. Compare this with the percentage of our city, states, and nation. Construct a graph to show results.
4. Make a series of posters, suitable for display in the school room, which depict the physical and social needs which a good family satisfies for its members.
5. Make a series of nine posters, suitable for display in the school room, which would illustrate the work of community organizations and agencies in serving the family in special ways. (See p. 11 of your workbook).
6. Construct attractive flash cards, using the words on page 52 in TASB, printing each word on one side of a card and writing in large script its meaning on the other side. To those words add:
   (a) matriarchal
   (b) equalitarian
   (c) patriarchal
   (d) marriage counsellor
7. From your library get the necessary information to describe life in ancient times—in an Egyptian family, a Roman Family, a Greek family, or a Hebrew family (Bible times). You may also be able to find a description of life in a primitive family, perhaps in an African tribe or on a south sea island. Report (written or oral) in your own words what you have found.
8. Find out from an official of a local bank what the requirements are for an FHA loan, and report them to the class.
9. List some of the responsibilities which fall upon your mother in the home. Make a similar list of the responsibilities of your father. Suggest the duties that other members of the family might be able to take over.
10. If you have brothers or sisters, write a short account of how they differ in interests, abilities, behavior, etc. How do you account for these differences?
11. Make a report on one of the books on the accompanying book list.
12. Ask your teacher if you may serve on a joint committee to determine the qualities girls most admire in boys and the qualities boys like best in girls. Construct two attractive posters, listing and illustrating the five most desirable qualities of each.
13. Prepare a list of do's and don'ts for dating.
14. List the relative merits of wide dating experience and going steady.
15. Ask your teacher to permit you to serve on a joint committee to make a survey of the most common sources of disagreement between high school young people and their parents. Make a poster listing and illustrating the ten most common sources of friction.
16. Write a report on "My Idea of What the Role of Each Marriage Partner Should Be."
17. Write to the agencies listed on page 343 in *Challenges* asking them for information on the services and publications available from them. Bring a carbon copy of each letter and your replies from them.
18. Ask your teacher to let you serve on a joint committee to make a survey of family practices. Make a chart to show the five most outstanding results in each category.

Projects for Learning: Religion in America

1. We often think of the Golden Rule as being exclusively Christian in nature, yet further study reveals it as embodied in many religious cultures, although worded somewhat differently. Using your lecture notes as the source of names of the different religions find out how these religions state the Golden Rule. Then make strip posters, labeling each quotation.
2. On theme paper state *your* Ten Commandments, placing each one on a separate sheet. Then find news clippings or magazine articles which show how someone or some group embodied this commandment.
3. Construct a set of attractive flash cards using the words in Group I on page 74 of TASB.
4. Report on one of the major world religions on a map of the world. Show where these are the leading religions. Show were Christianity is the outstanding faith.

5. Learn about the religious beliefs and practices of Indians in early America. Report (orally or in writing) in your own words.

6. Perhaps you would like to read about the work and adventures of a famous missionary like Father Damien (Molokai) or Sir Wilfred Grenfell (Labrador) or David Livingstone (Africa) or Albert Schweitzer (Africa). Find out all you can and write the story in your own words.

7. Write a report or draw a series of posters on the work of some national or international religious organization such as:
   (a) The National Conference of Christians and Jews;
   (b) The Young Men's Hebrew Association;
   (c) The Gideons;
   (d) The Young Men's Christian Association;
   (e) Your own church youth group;
   (f) The Young Women's Christian Association; or
   (g) Any other of your own choice.

8. Make a report, or draw a series of posters, on the work your church does in the fields of education, welfare, missionary work, etc.

9. Make a wood model of the stocks or ducking pool illustrated in your text. When were these used? Why? By Whom? On Whom?

10: Make a report in your own words, on the Salem witchcraft Trials and explain why they took place.

Projects for Learning: Our People

1. Ask your teacher for permission to serve on a joint committee to conduct a survey of the civics classes as to:
   (a) students born in Illinois;
   (b) students born in other states;
   (c) students born in other countries; and

   Prepare a poster using graphs to illustrate the results.

2. Prepare a written or oral report on one of the reading selections in this unit material on "Our People."

3. Prepare attractive flash cards using the following words:
   ancestor
   contemporary
   horizontal movement
   center of population
   E Pluribus Unum
   naturalization
   cultural heritage
   anarchist
   pauper
   migration
   prejudice
   passport
   discrimination
   minority group
   prejudice
   segregation
   allegiance
   visa
   social movement

4. Make a collection of news paper clippings about (a) cases of prejudice and discrimination; (b) activities to improve intergroup relations; and mount these attractively for display.

5. Write a theme or give a report on one of the following topics:
   (a) United We Stand, Divided We Fall;
   (b) Special Problems of the _____ Group;
   (c) My Experience with Discrimination;
   (d) An Outstanding Leader of a Minority Group;
   (e) The Beginning and End of One of My Prejudices; or
   (f) Cultural Contributions of One Minority Group.

6. By contacting its president find out all you can about the activities of the "Senior Citizens of Belleville." Make a list of the activities you have learned about and tell why they are important.

7. For a new student only! List the problems of moving into a new community. Tell how members of our class can help solve these problems.

8. Write a theme or give a report in your own words on "Migratory Workers in America."

9. Re-write the Pledge of Allegiance and the Oath of Allegiance in your own words.

10. Set up a series of charts or pictograms tracing the steps in becoming a citizen if one is born in another country.

11. The Indians gave us many new food products. Pick five of them and list the present day food varieties that have been developed from them.

12. Report in your own words John F. Kennedy's views on immigration.

13. Read and report on one of the books listed on the accompanying book list.

Projects for Learning: Our Communities

1. Prepare a series of drawings depicting each of the following:
   (a) Your home
   (b) Your church
   (c) Your school
   (d) Your community
   (e) Our people
2. Illustrate some of the problems of big city life in a series of posters.
3. Ask your teacher to appoint you to serve on a joint committee to find some urgent local need of our community, to recommend what ought to be done about it, and to formulate a plan for action.
4. Prepare a report on one of the selections from the reading list.
5. Ask to serve on a joint committee to interview our city Chief of Police on law enforcement problems in our city. Prepare a joint report which can be given to all classes.
6. Prepare a bulletin board display of the various communities to which a civics student might belong. Label each.
7. Make a personal survey of 25 adults who have lived in Belleville over five years. Ask them to describe Belleville to you in one word. Jot down the word, but not the person's name. Compile your list of words on separate cards and display them on a bulletin board.
8. Prepare a poster or series of posters which illustrate the facts concerning Belleville as outlined in the lecture. See pages 30 aud 31 in your workbook for categories of information.
9. Prepare flash cards for the following words:
   central city
   commuting
   homogeneous
   metropolis
   municipality
   rural
   suburban
   urban
   megalopolis
10. Prepare a bulletin board and keep it active for four weeks with up to date clippings on all activities having to do with a community's improvement or plans for improvement. They do not have to be on the same community but each article must be documented as to date and source.
11. Write a composition entitled "Why I am Proud of My Community." Mention features such as outstanding citizens, new buildings, unusual history, beautiful buildings, beautiful townsite, nature of the people, personality of the town, etc.
12. If you have recently lived in a different community, prepare a report in which you list a number of ways in which the two places differ.
13. Prepare a report on one of the reading selections on the accompanying pages.
14. Find out from an official of the Community United Fund the following:
    (a) Its purposes;
    (b) Its scope;
    (c) Its income;
    (d) Its outgo;
    (e) Who participates; and
    (f) How teenagers can help.

Projects for Learning: Discovering Ourselves and Our Life Work

1. Interested in science? Do research on 10 of these people and write *what contributions they have made* to our world of science. One page each. List 5 sources.
   Archimedes
   Agassiz
   Burbank
   G. W. Carver
   Copernicus
   DeForest
   Edison
   Franklin
   Kepler
   Newton
   J. C. Maxwell
   Morse
2. Make a serious study of some particular vocation that interests you, following the outline on pages 382-383 in your textbook. Finished product should be a minimum of 5 pages. List 5 sources.
3. Draw five posters (12" x 18") showing five new occupations which we did not know about ten years ago. Label each occupation. On a separate sheet of paper list sources of information, telling how long each occupation has been in existence and what historical or social event brought this occupation into existence.

4. Gather five application blanks from different employers. Write a one-page summary of each. Explain the information they requested and what conclusions you draw from studying these.

5. Write for the catalogue of a college in which you are interested. Explain the advantages to you of attending this college. Explain the entrance requirements, cost, and transportation. Include a carbon copy of the letter you wrote with your report, which should be a minimum of 5 pages.

6. Interview 3 persons connected with industries or occupations in which you are interested to find out what qualifications they require. Write a report on each interview (2 pages each).

7. Choose 3 of the following topics. Write a 3 page report on each.
   (a) My personal goals in my career
   (b) The career in which I am most interested and why I am considering it
   (c) How my school sources, activities and subjects will help me in my career
   (d) The training I need for the job I want
   (e) Why I plan to go to college

8. (a) Describe a personal problem that you have. Then, according to the tried and true method (pp. 349-351 of text), work out a solution for your problem, using the four steps. (At least 3 pages.)
   (b) Next, make a rating scale of your own social skills using the questions on page 370 relating to basic qualities and leadership ability. Then analyze your chart, stating where improvement is needed and how this might be achieved. (2 pages)

9. Make a list of 25 companies in your community engaged in production of goods. List some of the beginning jobs in these industries and the salaries for each. Do this by contacting the personnel managers. Present your information in chart form, listing names of all personnel managers.

10. Find out about local opportunities in agriculture. First, find out about the size of farm units in your county, the types of farms, and the degree of specialization. Information may be secured from county agents, farm associations, and successful farmers. Write a 5 page report. (List 5 sources)

Projects for Learning: The World of Economics

1. Prepare a numismatic display of the following:
   (a) American coins;
   (b) Foreign (at least 6 nations) coins; and
   (c) Write at least 5 pages describing why you began your coin collection and the educational value of a coin collection.

2. Carry out a survey of businesses located in the Belleville Township High School District. Select 3 single proprietorships, 3 partnerships, and 3 corporations and describe what they do, how many employees they have, and their history. (1 page on each business)

3. Interview a local labor leader who is a member of a craft union and a local labor leader who is a member of an industrial union. Write at least a 4 page report on each interview. Submit your interview questions to your teacher for approval before the interviews.

4. Interview at least 2 business leaders, discussing the future of industries in the Belleville area. (The more interviews one has the better understanding of the various issues he will have). Write at least an 8 page report on your findings.

5. Write a 10 page report on "Problems Facing American Farming Today." List at least 4 sources.

6. Select 5 items which you would like to purchase. On each item write a description of the different models, types and prices. Check the Consumers' Guide and then explain which of these is the best buy. Be able to defend your selection. (At least 5 pages in length).

7. If the record industry would close down today, describe the effect it would have on other parts of the economy. In your paper include the amount of money spent on records and how much of this is spent by teenagers. Finally make a poster showing the various industries involved in making a record. (5 pages)

8. Clip and mount at least 100 news clippings from newspapers and magazines showing at least 100 occupations. Under each clipping print the occupation with which it deals and a brief, clear definition of each. Underline the occupation in the article in ink.

9. Make a study of unemployment in the United States during the last 35 years. At what point was unemployment the greatest? The least? What is the outlook for the future? What factors caused the greatest and least unemployment? Write your findings in a 5 page report and illustrate them with a graph.

10. Construct bar graphs showing the incomes and expenditures of 4 national corporations for at least 3 years. Show the price range of their stocks, using a line graph for the same 3 years.

11. Write a 10 page report concerning the importance of education in the field of economics, business and labor. (At least 4 sources). Interviews might be included.

12. Make a chart showing the chief imports and exports of the United States, Russia, Great Britain, France and Japan for the year 1965. Write a 5 page report explaining how these imports and exports affect the economy of the nations involved.

Projects for Learning: Social Trends Which Affect Our Lives

1. Design 10 posters showing different ways teenagers can wisely use their leisure time.

2. Design 10 posters depicting some particular conservation practice such as preventing forest fires, saving fuel or water, etc.

3. Prepare exhibits showing 3 common causes of erosion and ways of preventing each cause. Label each exhibit.

4. Draw and label a series of 5 (before and after) "Believe-it-or-nots" illustrating changes that have taken place in agricultural life during this century.

5. Write a radio or television skit depicting leisure time activities of teenagers (15 minute program).

6. Write a short (10 page) play or story based on the Rip VanWinkle theme in which a man falls asleep after the creation of the League of Nations and wakes up this year. Describe his reactions to our present ideas of war and peace.

7. Draw a map of the United States and locate 20 national parks. Label and color the states lightly. Also, outline the route of a vacation trip you have made and write a 5 page description of the trip. Around the map place pictures or souvenirs of interesting spots you saw, if possible. Use a large sheet of white paperboard.

8. Make a list of 10 clubs or organizations a student may join at Belleville Township High School. Write at least a one page description of each club or organization. Include in the descriptions the *purpose* of each club or organization.

9. Illustrate on a series of posters 5 certain results of automation in our lives.

Projects for Learning: The Federal Government

1. Draw the seal of office of each of the 10 cabinet posts and of the offices of President and Vice President. These seals must be no less than 8 inches in diameter and must be colored. Under each seal write or print its history, name of its designer and what it symbolizes. List the duties and powers of each office.

2. Write a brief biography of our 10 cabinet members including the following:
   (a) Where born;
   (b) Marital status;
   (c) Education;
   (d) Religion;
   (e) Experience; and
   (f) Political party.

3. Draw and color at least 5 different American symbols on poster paper no smaller than 12″ x 18″. Under each drawing explain the significance and history of each symbol.

4. Write a 5 page original report on one of the following topics:
   (a) The work of the F.B.I.;
   (b) If I were a Congressman;
   (c) How Washington touches my community;
   (d) A visit to Washington, D.C.; or
   (e) An unseen visitor in a cabinet meeting.

5. Read a biography or autobiography of one of the Supreme Court justices. Write an original review of the book.

6. Put together in chart form a comparison of Federal courts and the State courts of Illinois.

7. If you had been a signer of the Declaration of Independence what would have been your most important reasons for signing? (5-page original report)

8. Choose 5 of the reasons given in the Declaration of Independence for separation from England. Show how the King of England was attempting to do what some of the dictators of recent years have done to their people.

9. Draw a diagram showing the organization of the State or National House of Representatives and Senate (Speaker of the House, Sergeant at Arms, Clerk, etc.).

10. Outline how a bill becomes a law. Write a letter to your state senator asking for a sample copy of a bill.

11. Paste in a notebook all the newspaper clippings you can gather showing the attitude of your senators or representatives on bills under discussion. Do you agree with these views?

12. Write a dramatization of an imaginary meeting between the President of the U.S. and the head of the

Soviet Union at which they discuss the problems of war and peace.

13. On a graph show the strength of presidential candidates of any year you may choose in (a) popular votes and (b) electoral votes. Use a good almanac.

14. On poster paper, print the names of the different courts. Underneath the court, write a brief description of the work that the court does. Look for articles describing court cases. Mount your clipping under the court where the trial took place.

15. Review court procedure. Draw the steps described. Write an explanatory sentence under each picture.

16. Pick one political cartoonist and mount all of his cartoons from March 1 to May 1. Mount the caption with it and underneath it write your interpretation of what he is trying to say. Where available mount the editorial he is illustrating on the left hand page. Identify both the editorial and the cartoon by newspaper name and date. Precede your collection with a brief biography of your man.

17. Print "The American's Creed" for display purposes. Illustrate it.

18. Make display maps of Federal Congressional Districts of Illinois, Illinois Representative Districts and Illinois Senatorial Districts. On all three maps name the counties, our neighboring states, large rivers, lakes, our State Capital, Chicago, and Belleville. Color and blend.

19. Make display maps of the Federal Court Districts of the United States. On one, illustrate the boundaries of the Federal Courts of Appeals. On the other, show the boundaries of the Federal District Courts. On each, label oceans, rivers, northern and southern neighbors, number the districts, name the states, and outline the districts in heavy black lines. *Print* only. Color and blend.

20. Make display maps of the Federal District Court Districts in Illinois and the Illinois State Judicial Court Districts. Label the same as #18. Color and blend.

21. Watch the T.V. program "Meet the Press" beginning one Sunday, and for 8 Sundays thereafter. Write a separate report on each, teelling the following:
    Who was the guest?
    Who made up the panel?
    Who was the moderator?
    What questions were discussed?
    Your opinion of the guest.

22. Write a 10 page report on the Federal Bureau of Investigation showing origin, scope, duties, problems. Supplement this with a schematic diagram showing its organization, and a display of pamphlets describing the Bureau's work.

Projects for Learning: State Government

1. Write your 3 State Representatives and State Senator in Springfield concerning their views on:
   (a) unemployment;
   (b) taxation;
   (c) education; and
   (d) other important legislation. Ask them how they would solve the many problems in these areas. Condense their answers in a 12 page report. Before writing the letters see your teacher.

2. Write your 3 State Representatives and State Senator concerning their legislative background and views on legislation. Acquire a picture if possible. Write a 5 page report on your findings.

3. Re-write the Illinois Constitution in your own words. Review other state constitutions and books on modern constitutions. Add or subtract anything you desire, as long as you can defend your views.

4. Write a 10 page, or more, history of Illinois. This is a research paper. Use at least 5 sources.

5. Write 3 states for copies of their constitutions. Compare and contrast them and write a 10 page report telling how they are different and alike.

6. Draw a series of posters (5 or more) showing government in Illinois. Use any source for information. (Blue Book, field trip, etc.) Have the posters large enough for display.

7. Keep an account of the trip to Springfield telling what the classes did and what you saw and remembered. This must be at least 10 pages, and if you can, take pictures.

8. Write the Secretary of State of each of the fifty states and ask them for the seal of that state. When you get it, mount it, label it, and any pertinent information about the state which you desire. DO NOT hand this project in with less than 50 state seals. If a state does not respond, draw the missing seal.

9. Same as #8 using state flags.

10. Same as #8 using state birds.

11. Same as #8 using state trees.

12. Same as #8 using state mottoes.

13. Put together in chart form a comparison of Federal courts and the State courts of Illinois.
14. Outline how a bill becomes a law. Write a letter to your State Senator for information and a sample bill.
15. Do some research on the state government in Nebraska, the only state that does not have two houses in the legislature. See *The American Citizens Handbook* or encyclopedias.
16. On poster board that is suitable for display draw a map of Illinois showing the location of our state parks. Write to the Department of Conservation in Springfield for information.
17. On poster board draw 5 historical scenes in Illinois.
18. Study the life of President Lincoln. Using at least 3 different sources, one of which must be a book or article in a magazine. Write a 10 page review of the materials.
19. Study the natural wealth of Illinois. Write a 10 page report on your find. What is the future of Illinois as a growing state? Write to the Governor to find his views on this subject.

Projects for Learning: Miscellaneous

Below you will find some interesting things to do in connection with civics. They are numbered for your convenience. Be sure to secure your teacher's approval before starting. If you choose #4, be able to describe what you have in mind so your teacher can equate its value to the others.

1. Collect all printed material available about the International Machinists Union. Prepare to display it. Clip and mount all newspaper and magazine articles in which any mention is made of the International Machinists Union, underlining the pertinent parts of the article.
2. Attend one meeting of the Belleville City Council. Write about the meeting as if you were a secretary writing the minutes. List the names of all people attending the meetings and give their proper titles. See your teacher before you go. You may go as a news reporter, cartoonist or student.
3. Same as #2, only attend the County Board of Supervisors. Same rules.
4. Any other project you desire so long as it is approved by your teacher.
5. Collect all printed material available about the Chamber of Commerce underlining the pertinent parts of the articles.
6. Make a chart showing 5 main rights of Americans and 5 corresponding responsibilities. Each panel must be no less than 12" x 15" and must be done in India ink on white poster paper.
7. Make a series of drawings showing the 6 techniques of propaganda. (See p. 271, your text). Each panel must be no less than 12" x 15" and must be done in India ink on white paper.
8. Make a list of famous quotations concerning liberty and the rights of man. (At least 15 in number) Include the authors name.
9. Using the 5 basic rights granted in the Bill of Rights (speech, press, worship, petition and assembly), write a report stating how each of these is treated in the Soviet Union. Identify your source.
10. Draw up a list of rules for the proper use of the United States flag. Supplement it with drawings showing the flag in proper position.
11. Arrange an imaginary discussion between yourself and one of the leaders of the Communist Party of Soviet Russia over the meanings of real democracy and the main features of the Soviet dictatorship.
12. Print or write on 8½" x 11" paper our National Anthem. Write a one page biography of the author and describe in detail the circumstances under which he wrote it. Illustrate each line or thought with colored photography from magazines, or with your own charcoal or watercolor drawings. Bind this together in a colorful folder.

CHAPTER FOUR

A TRADITIONAL AMERICAN GOVERNMENT COURSE OUTLINE

This course traces the development of our form of government as reflected in the political institutions of our country at the national, state, and local levels. It analyzes the political party system and its operation. It studies certain specific problems of government such as public opinion, pressure groups, individual rights, and the unique problems of metropolitan areas. A unit on comparative government is appended to the basic material in this course. Current events are treated in weekly discussion sessions based upon the use of a national news magazine.

I. We, the people.

A. What does "we, the people" mean? An analysis of the difficulties of generalizing references to the "people," especially Americans.

1. Sectionalism or regionalism
2. Urban vs. rural
3. Economic strata
4. Racial, religious, ethnic groupings
5. Educational levels
6. Age levels

B. How is a concensus arrived at? An examination of the whole as a sum of the parts (groups) or as *not* the sum of the parts. Why are group lines crossed? How are such phenomena measured?

1. Public opinion polls
2. Correspondent "sounding boards"
3. Election results, interpreted and analyzed

Student Activities:

1. Class census of grandparents' birthplaces.
2. Class poll of students on a topic of student interest by breaking enrollment down, percentagewise, into certain classifications and sampling these delineated groupings.

II. How government services grow. (A study of the rise of complexities in American life from the early rural civilization, with its nearly self-sufficient individuals, to the modern, urban civilization, with its interdependence and need for both services and controls.)

A. Custom

B. Social changes

C. Role of law

D. Welfare clause

E. Veterans services

F. Local government's unpreparedness

1. Tax burdens
2. Urbanization
3. Protection services

G. Information services

H. Educational services

I. Regulatory commissions

J. Congressional investigations

1. Purposes
2. Effects

Student Activities:

1. Write to the U. S. Government Printing Office for a list of publications.
2. Write to this district's congressman for a list of the publications most frequently sent from his office.
3. Trace the evolution of a selected list of school customs and services at your school.

III. Foundations of American Government

A. Representative democracy. (An understanding of the distinction between the ideal of "pure" democracy and the approach of representative forms.)

1. Basic theories
   a. Locke
   b. Rousseau

c. Montesquieu
d. Jefferson

2. Basic governmental forms
   a. Monarchy
   b. Autocracy
   c. Aristocracy
   d. Democracy
3. Colonial backgrounds
   a. New England towns
   b. Southern counties
4. Suffrage and its extension

B. Constitutional government. (A brief survey of constitutional development with a more thorough analysis of current interpretations.)

1. English-American historical development
   a. Grand Jury system
   b. Magna Charta
   c. Formation of Parliament
   d. Petition of Right
   e. Bill of Rights, 1688
   f. American colonial charters
   g. Colonial assemblies
   h. Articles of Confederation
   i. U. S. Constitution
2. Current interpretations
   a. Fallacy of "states' rights"
   b. Fallacy of "dictatorship of majority"
   c. Federal courts and protection of minorities
   d. Progress in the field of civil liberties
      (1) Substantive rights
      (2) Procedural rights
      (3) "Clear and Present Danger" doctrine
      (4) Growth of intolerance

C. The federal system. (A comparison of the "federal" with the confederation and unitary systems of government.)

1. The principle of separation of powers
2. The area of concurrent powers

Student Activities:

1. Debate—Resolved, that a literacy test be made a requirement for voting in Illinois (the U.S.).
2. Comparison chart, the Constitution of Illinois with that of the United States.
3. Arrange a class visit by a prominent local attorney to discuss some of the questions raised by B-2 above.
4. Case studies on federalism.

IV. Consent of the governed.

A. Political parties, on overview.

1. Historical development (charted, explained, analyzed)
2. Tides of national politics (absence of great popular differentials despite labels and factors involved in whatever trends exist)
3. Third parties and splinter groups (their significance as protest movements)

B. How political parties work.

1. Party organization
2. Party finances
3. Party patronage

C. Choosing officials.

1. The nomination (caucus, convention, primary)
2. The national convention (its role, its ingredients, its operation)
3. The campaign
   a. techniques — front porch, whirlwind, grass roots, whistle-stop
   b. voter-influencing methods
4. The election
   a. sectional, group significance
   b. importance of large states
   c. voter blocs

D. Public opinion and pressure groups.

1. Influences on public opinion
2. Propaganda analyzed
3. Pressure groups
   a. role and techniques (how representative?)
   b. methods of operation
   c. regulation of pressure groups
   d. pressure groups and general welfare

E. Making democracy live.

1. The non-voting problem
2. Remedies for non-voting
3. Spoils system vs. civil service
4. The Hatch Acts and restricted political activities for office-holders

5. The problem of unequal representation
   a. redistricting
   b. gerrymandering
6. The political machine and its remedies

Student Activities:

1. Interview (in class or by committee) the chairman of the local League of Women Voters.
2. Interview (in class or by sending a committee) the chairman of the local Board of Elections.
3. Examine, in class, publications of typical pressure groups such as the National Association of Manufacturers, Association of American Railroads, AFL-CIO (Political Action Committee), American Medical Association, etc.
4. Case studies on political parties.
5. Case studies on pressure groups.

V. Patterns of local government.

A. Historical development.
   1. New England townships
   2. Southern counties
   3. State of development

B. Dominant forms.
   1. Mayor
   2. City Manager
   3. Commission

C. Current problems.
   1. Services
   2. Finances
   3. Personnel
   4. Planning

D. Possible solutions.
   1. City limits extension
   2. City-county consolidation
   3. Federated cities

Student Activities:

1. Class visit by city manager or mayor, or township officer.
2. Student analysis of the last village or city election.
3. Case studies on local government.

VI. Functions of government.

A. Legislative power.
   1. State and national procedures compared
   2. The committee systems in Congress
   3. Majority and minority party organizations in Congress

B. Executive power.
   1. State and national executive functions compared
   2. The President as the Chief Executive
   3. The President as spokesman for the American people
   4. The President as leader of his political party

C. Judicial power.
   1. State and Federal court systems compared
   2. The Federal courts and congress
   3. The Federal courts and the president
   4. The Federal courts and protection of the people

Student Activities:

1. Interview (by committee, possibly taped) with a local state legislator.
2. Interview with member of the Public Defender's Office.
3. Case study of legislative power.

VII. The United States and the world.

A. World problems today.
   1. The shrinking world
   2. The crowded world
   3. The impoverished world
   4. The underdeveloped world
   5. The believing (and disbelieving) world
   6. The (politically) divided world

B. U. S. foreign policy fundamentals.
   1. Traditional isolation and its abandonment
   2. Monroe Doctrine, its corollaries, and the Good Neighbor Policy
   3. Post-War Policies
   4. The president and foreign policy
   5. The State Department and foreign policy
   6. The Defense Department and foreign policy

C. The U. S. and international organization.
   1. The U. N.
   2. NATO
   3. SEATO
   4. OAS

D. Alternatives of American foreign policy.
   1. Truman Plan
   2. Kennan Plan
   3. Lippmann Proposals
   4. Taft Policy
   5. Morganthau Advice
   6. Current policy practices

Student Activities:

1. Class visit by foreign exchange student or person with foreign experience.
2. Visit (by committee) to meeting of Council on Foreign Relations (Chicago).
3. Role play in mock UN assembly.
4. Role play in a foreign policy decision.
5. Case study in military role in decision making.

VIII. Studies in Comparative Government.

A. Great Britain.
   1. The King and the ministry
   2. Parliament
   3. The judicial system
   4. The political party system
   5. The Commonwealth

B. France.
   1. Administration, national and local
   2. President and Premier
   3. Legislature
   4. Judiciary
   5. France and her colonies, past and present
   6. The Fifth Republic and de Gaulle

C. U.S.S.R.
   1. The government structure
   2. The party structure
   3. Policy and power control
   4. The Soviet Union and the Cold War
   5. The Soviet Union and its satellites
   6. The Soviet Union and Red China

Student Activities:

1. Interviews (committees) with British and French consulates in Chicago.
2. Illustrative material can be easily obtained from classroom displays.
3. Students write to embassies for material.
4. Common Market case study.
5. Soviet Union case study.

CHAPTER FIVE

THE CASE STUDY IN CIVIC EDUCATION

Perhaps the most perplexing problem facing the citizen of today is the complexity of change that confronts all levels of government. Much of the structure of government is either undergoing the demand for reform or is the subject of study and evaluation—the final goal of which will be suggested modification and change. We realize that the results of the changing structures and functions of government can be the creation of additional problems. Many of our political institutions, tailored to the conditions of the past, are inadequate to cope with the problems and the demands placed upon them by modern society. Government institutions are striving for better organization, adequate financial support, consolidation of overlapping areas of responsibilities, elimination of duplicity of services, and seeking and developing professionalism in administration and personnel. To reach these goals, to affect these changes in scope, function, and structure, it is necessary that the citizen accept his responsibility to participate effectively in the political process. Civic education has the responsibility to prepare our students to be able to direct these changes rather than passively accept, adjust, and adapt to them.

Our instructional techniques, like our political institutions, are feeling the pressures for modification and reform. We are bombarded at an ever increasing rate with challenges to retool our curriculum and to focus our attention on the problems facing society. We are asked to put to practical application our beliefs in the democratic process.

One of the most effective of these new techniques of instruction is the case study. It can be a vehicle to develop the students' understanding and participation in the political processes necessary to promote the extension of the functions and practices of democracy. If we believe that our institutions of government are built upon the foundation that our citizens have the capacity to make wise decisions and to govern themselves, *our immediate task is to make our social studies classroom a laboratory for the decision making process.* We must set a climate within classrooms that provides students with ample opportunity to study the problems of all levels of government and develop a willingness on their part to make decisions and propose solutions.

This choice of action in the techniques and tactics of instruction necessitates a complete willingness on the part of the teacher to vacate the dominant role of telling the students what government is, what it ought to be, and how it should solve its problems. The fear that this new technique will neglect the historical development of government, the problems of governments, or will not deal with the principles and philosophy of government is unfounded. The use of case studies results in little, if any, sacrifice of time usually devoted to instruction in basic information. Those of us engaged in social studies education believe in the fascination and vitality of the political process; we know its interest; its value. Can we hope to keep our students' interest and not give them at least a glimpse of the process in action? Most of the available case studies are based on the fundamental concepts and principles of democratic traditions and practices.

The current yearbook of the National Council for the Social Studies contains in one of its articles the following quotation of Professor Paul Tillet of the Eagleton Institute of Politics at Rutgers about case studies:

> "The study of cases will tighten the students perception of politics, admonish them to be open-minded, to avoid simplistic explanations based on "good guys versus bad guys," to suspend judgment until the facts are in, to follow political events through time to their completion, and to make constant comparison between the experience of today and the experience of yesterday."[1]

The case study, to be of maximum value, must be relevant to problems and issues confronting our citizens today. One of the current text books of secondary school level *American Government* by Ludlum, Patterson, Jeffery, and Schick presents within its framework six case studies each focused on an issue of vital importance: (1) States Rights; (2) The Public Interest; (3) Disarmament; (4) Metropolitan Government; (5) Labor Unions; and (6) Federal Aid to Education. All of these are issues that can motivate students to inquire into the why's of the political process and to become aware of the conflicting philosophies and functions of our political institutions. Case studies have value to the entire social studies curriculum as they cross the so called "discipline barriers." These particular case studies provide two types of questions: (1) those analyzing the individual case; and (2) those involved with basic issues concerning the role of government and its philosophy.

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[1] Donald H. Riddle, "Sources and Materials", *Political Science in the Social Studies*, 36th Year Book National Council for the Social Studies, Washington, D.C., 1966.

The social studies teacher seeking exposure to the case study techniques and resources can draw upon the work of many of the ongoing curriculum projects. Almost without exception, these are engaged in activities involved with decision making, problems, models, and inductive methods. The common thread in all of these is student participation and involvement. As a spring board for gathering information about case studies the following are listed:

1. The Inter-University Case Program of the Maxwell School of Citizenship, Syracuse University;
2. Eagleton Institute of Politics, Rutgers University;
3. The Judgment Series, Civic Education-Service, Washington, D. C.; and
4. Lincoln Filene Center for Citizenship and Public Affairs, Tufts University.

The case study has been extensively used with great success in schools of public administration and business and they can be so constructed to fit all levels of our educational system.

The case can be as complex as is desired by the individual teacher and no magic formula can be evolved for their construction. They must deal with real and vital issues and be relevant to social, political, and economic conditions of our communities. The case study may be actual accounts of political activity including campaigns, election issues, analysis of election results, administrative practices of government, and committee hearings of various levels of government. Many case studies are structured around a fictional narrative complete with hypothetical situation and imaginary characters. This latter type at times is referred to as the case story. It is a combination of the case study method with the short story. It has the added advantage of the dramatic situation blended with the issues of an important problem of the political process. It seems reasonable to assume the case story has a definite place in the framework of civic education in the upper elementary and junior high levels, particularly in those systems which employ the bloc concept of social studies and English.

Subjects of case studies run the full spectrum of the issues and problems of today. Of necessity, it concerns itself with controversy. This instructional technique denies us the crutch of playing it safe; avoiding the burning issues of our times and perpetuating the reaction of students that civic education is irrelevant to real life. The setting for the case study is our body politic and those issues that are of prime concern to us. The use of the case study emphasizes our belief that the thinking process is strengthened when the student is forced to grapple with conflicting interpretations and points of view. With this tool, the student must face the challenge of ideas which are often unorthodox and unpopular. He must examine and hopefully discard preconceived beliefs and base his reasoning on the study, analysis, and evaluation of evidence pertinent to the problem. The case study, with its open-ended process for solution, may not produce loyal supporters of the status quo. It may enable us to step off in the directon of what Professor H. H. Wilson in his article "Values and Teaching in Controversial Areas" states is the true purpose of "Civic education."

> "The true purpose of "Civic" education should be to enable one to understand one's society, its strengths, and weaknesses, and not merely to parrot ideas and values acquired by a process of osmosis."[1]

Civic education can utilize the case study as one of the tools of instruction to prepare our students to direct the process of change. Our end product, tomorrow's citizens, must not be content to be pawns in the issues and movements fostering change and reform in our political beliefs and instructions.

Suggested Topics for Case Studies

1. Urban Renewal

   A study could be developed around the issues involved in a referendum at the municipal level of government. It would deal with the conflicting roles of institutions of government and the issues involved in the private sectors of our economy.

2. School Consolidation

   This case study could deal with the desire of communities to maintain their individual identity and focus attention on the responsibility of government to provide adequate education for its citizens. It could develop the problems created in society when institutions of long standing are challenged.

3. Political Patronage

   This subject may be treated at any level of government. It is suggested that it be applied to The county and particularly the office of sheriff. This area is selected for two reasons: (1) the recent proposed change in the ineligibility restriction of the sheriff for reelection; and (2) creation of merit systems in some of our counties which apply to the sheriff's office.

4. Party Responsibility and Party Political Loyalty

   The 1964 National, State, and local elections furnish an excellent base for the development of

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[1] H. H. Wilson, "Values and Teaching in Controversial Issues," *Political Science in the Social Studies*, 36th Yearbook, National Council for the Social Studies, Washington, D.C. 1966. P. 307.

a wide range of studies dealing with the positive and negative aspects of principles and practices of responsibility to political party organization.

5. The Presidential Primary and Its Role in Determining Presidential Nominations

   Studies of this type can explore the issues raised many times in our nations history between the Presidential primary and the non-primary states in the selection of a candidate.

6. Peaceful Non-violence in the Civil Rights Movement

   Case studies in this area can be developed around the themes of the function and responsibility of governments to insure the right of dissent to its citizens and the responsibility of citizens to uphold the law.

7. The Role of the Independent Voter in Elections

   This study could examine the growing importance of the non aligned voter and present the problems this poses to the traditional political party structure, so long taken for granted.

8. The Conflict Between Civilian and Military in Decision Making at the National Level

   A study of this type might explore the conflicting issues which resulted in the removal of military commanders at various times in our nations history. The basic concept of civilian control could be evaluated.

9. Minority and Ethnic Bloc Voting and the Impact to Political Parties

   This type of study could analyze the factors in the selection process of candidates; the structuring of campaigns to appeal to minority and ethnic groups; and the degree of validity that groups tend to vote as blocs.

10. Civil Service versus Patronage in Government Employment

    A study of this area could deal with the concepts of professionalism in government, treating both the advantages and disadvantages of this to individual political parties and to dynamic government.

11. Consolidation of Metropolitan Governments

    A case study in this area would be of value to schools located in growing suburban regions of our state. The issues involved are the subjects of frequent political writings and conferences.

12. Pressure Groups and their Relation to Government Policies

    This subject opens up the wide expanse of lobbying, both overt and covert, that exists in our political process. Studies may be developed for any level of government.

These twelve suggested topics for case studies are presented with the sole aim that they encourage those participating in the civics workshops to examine their own activities in civic education and select and develop, for use in the frame work of their individual courses, this technique.

Representative Case Studies

The following case studies "Running a Candidate" and "The Organization Viewpoint" are reprinted by permission from "Practical Political Action," Publications in Politics and Government, Franklin Patterson, ed., Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, published by Houghton Mifflin Company, Geneva, Illinois.

CASE PROBLEM 1

Running a Candidate

John Schroeder has been unhappy with decisions of the Mapleville City Council. He finally concludes that the only remedy is to elect to the Council someone in whom people can have confidence. Unwilling to put himself forward as a candidate, he decides that Peter Hanson would be a good Councilman. He thinks Hanson should run as an independent. Hanson is a civil engineer with an advanced degree in public administration and owns a small, successful engineering consulting firm in the city.

Schroeder has lunch with Hanson, who seems to be willing to give it a try. Inexperienced in politics, Schroeder wonders what it would take to get Hanson elected.

One afternoon, Homer Cooper comes by. He is a salesman from out of town who has been calling on Schroeder for several years. Schroeder knows that Cooper has been active in politics and sees an opportunity to get some information about running a candidate. Cooper is happy to oblige.

Cooper mentions two steps. One is getting on the ballot. The other is getting elected. He makes these points.

1. A lawyer's services would be required. Cooper tells Schroeder he does not know what the law is in Mapleville, but in his home town, Hanson would be required to have petitions signed by a number of eligible voters equal to 10 per cent of the total vote cast in the last election for the office he is seeking.

2. During the campaign, literature, posters, publicity releases, and advertising would be required. Skilled help would be necessary to prepare these.

3. The candidate would need to speak to important groups. For this, he probably would need some help with research and speech writing and someone to arrange the speaking engagements.

4. A finance committee would be needed to raise funds. The campaign would require more money than any one person would want to contribute.

5. A precinct organization would be needed. By that, Cooper explains, he means somebody in each precinct to get signatures on petitions and then later to get out Hanson's supporters to vote and protect his interests at the precinct polling places.

6. Cooper says that while he is not familiar with Mapleville, if it is like his town, there is quite a bit to know about its political side. A man who knows local politics can save a candidate from many small mistakes that could hurt his chances of winning.

After Cooper leaves, Schroeder does some figuring. Mapleville has 18 precincts, and the vote in the last state election was about 9000. If Cooper is right about 10 percent of the vote being required on a petition, that would mean he needs an average of 50 signatures in each precinct to get Hanson on the ballot.

Schroeder reviews all the different jobs Cooper said must be done in a campaign. He remembers, too, Cooper's parting remark: "John, both parties have an organization already set up to do this kind of work. You ought to give some thought to getting a party to endorse Hanson and run him."

Questions for Discussion

1. Cooper listed a number of things, including legal advice, publicity and advertising, research, a planned schedule of speaking engagements, a finance committee, a precinct organization, and expert advice. In Mapleville, how many of these things would Schroeder really need to get Hanson on the ballot and make him a serious contender in the campaign?

2. Explain which of these jobs would have to be done for a candidate to be able to run for the Council or a similar office in your community?

3. Which of these jobs, if any, would be most important in your community?

4. Cooper explained the problem of getting on the ballot in his town.
   (a) In your community, nominating for a local office is done by _____
   _____.
   (b) Requirements for getting on the ballot are: _____.
   (c) How much of a problem would it be to get a candidate on the ballot in your community?

5. Cooper suggested getting Hanson endorsed by an existing political party.
   (a) What are the advantages?
   (b) What are the disadvantages?

CASE PROBLEM 2

The Organization Viewpoint

Schroeder ponders Cooper's suggestions for getting Hanson endorsed by a political party and decides to explore the possibilities. Schroeder knows Frank White, chairman of one of the local parties. He makes an appointment with White.

A number of Schroeder's friends agree that Hanson is a good man for the City Council and pledge their support. Schroeder feels that White would probably agree, too, and would want to run him on the party ticket.

White receives Schroeder cordially, but after hearing his story, shows no interest in running Hanson and gives his reasons:

1. As Mr. Cooper has explained, running for office is more than just getting your name on the ballot. To reach voters, interest them in the election, persuade them, and get them to vote, you need an organization to carry on a campaign.

2. We have such an organization in our political party here in Mapleville. With many years of hard work, we have built it into an effective organization with a good record for electing competent officials—some bad choices, perhaps, but by and large mostly good men. At any rate, it's the best means we have for getting good men elected.

3. In order to be effective, we have to hold the organization together—not always an easy task. To hold it together, we have to:
   (a) Promote from within when possible. Like business firms, we have found this a good policy. Bringing in an outsider, while occasionally necessary, causes resentment among the loyal party members.
   (b) Win. Workers lose confidence in an organization that loses elections; they drift away. To win, we have found that candidates must not only qualify for the job they are after, but they also must qualify as good candidates. Generally, the best candidates

are those who know the most people—joiners, members of a number of civic groups. It's better, too, if the candidate is politically experienced and knows how to handle himself when under attack by the opposition. Politically experienced men are also more effective public officials as a rule. They understand the system and how to work in it.

4. In concluding, White suggests that since Schroeder and Hanson are interested in politics, he would like to have them help in the campaign or with precinct work. He also suggests that if Hanson would become better known—join a variety of organizations and participate in civic activities—he might well develop into a strong candidate in some future election.

Schroeder had never before realized that there was so much involved in politics.

Questions for Discussion

1. If you were Schroeder, how would you explain this interview to Hanson and his supporters?
2. White emphasized the importance of holding a political organization together. What do you think he meant?
3. White mentioned "workers." Who do you think they are? What do they do?
4. White indicated there was a difference between being qualified to hold political office and being qualified as a candidate to run for the office. What did White mean?
5. What do you think White would judge to be important qualifications for a candidate?
6. Of all the reasons White gave, which do you think was his most important reason for not being interested in running Hanson on the party ticket?
7. After this interview, what courses can Schroeder and Hanson take, and what do you think of these courses?
8. To what extent are political party organizations in your community similar to those of White's party organization in Maplevil'e?
9. Do you think a political leader would really talk as frankly as this to a citizen about the "realities" of political party organization? Why? Why not?

GLOSSARY

No simple definition is adequate to convey full meaning to political terminology. This glossary is intended to give a simple, and we hope, workable definition of terms frequently used in civic education. Real understanding can be gained only by experiencing the range of uses of a term in varying context.

Political Science Terms

ABSOLUTE MAJORITY—more than half the persons entitled to vote on a particular issue.

ACT—a bill which has become a law.

ACQUIT—to declare an accused person not guilty.

ADJOURN—to end a meeting.

ADMINISTRATION—the executive branch of government which manages public affairs.

AGGRESSION—an attack upon another person or country.

ALIEN—a foreigner; not a citizen of the country.

ALLIANCE—an agreement between countries to support each other.

AMBASSADOR—a diplomatic representative sent from one country to another.

ANARCHY—a condition where there is no formal government, which generally results in a lack of order.

ARISTOCRACY—rule by an upper social class which may be based on birth, wealth, party, or intellect.

BICAMERAL—two houses.

BILL—a legislative proposal.

BIPARTISAN—a measure supported by two political parties or two groups.

BLOC—a group of individuals or nations which band together because of common interest.

BUREAU—a unit or subdivision of a department of government.

CANDIDATE—a person seeking election or appointment to office.

CAUCUS—a meeting of political party members to decide on the party stand on an issue.

CENSUS—an official count of the population.

CHARTER—an official document which grants specific rights to an individual, corporation, city, or area.

CITIZEN—a member of a nation, either born or naturalized, who has the rights and privileges of other members.

CIVIL RIGHTS—the legal rights of citizenship.

CIVIL SERVICE—the appointed employees of a government.

COALITION—a temporary alliance.

COLD WAR—the struggle between the Soviet Union and the United States stressing all methods short of going into a full shooting war.

COLLECTIVE SECURITY—a group of nations agree to unite their efforts to preserve their freedom.

COMMUNISM—a totalitarian system, based on the ideas of Karl Marx, in which the Communist Party has power over the political, economic, social, and intellectual life of a nation.

COMMUNE—a government owned and operated farm. Used in Communist China.

COMPACT—an agreement.

CONCILIATION—bring two parties together to settle an issue.

CONFEDERATION—separate and independent states which form a loose union for certain governmental functions.

CONGRESS—a legislature.

CONSERVATIVE—a person who wants to keep things as they are; a person who does not generally foster change in the economic, political and social areas.

CONSTITUENTS—the voters who elect a public official.

CONSTITUTION—the fundamental law of a nation which outlines the powers and duties of the government.

CONTAINMENT—the policy of holding communism to its present boundaries.

CONVENE—to come together or assemble.

CUSTOMS—tax levied on imports.

DEFLATION—a period when there is an undersupply of money, and too many goods. Deflation results in falling prices.

DEMAGOGUE—an unprincipled leader who uses social discontent to advance his own interests.

DEMOCRACY—pure democracy is direct rule by the people; representative democracy is rule by representatives elected by the citizens.

DICTATORSHIP—rule by one man.

DISFRANCHISE—take away the right to vote.

DIVINE RIGHT OF KINGS—belief that kings were appointed by, and responsible to, God and not to the people.

EXECUTIVE—the person or branch of government which enforces the law and manages the nation.

EXTRADITION—the delivering of a fugitive from justice to the country from which he fled.

EXTRATERRITORIAL RIGHTS—privileges granted by one nation to another nation which gives up certain sovereign rights.

FASCISM—a totalitarian system of government with one man or one party rule. Examples are Hitler or Mussolini.

FEDERALISM—a system of government in which power is divided or shared between a central government and political subdivisions.

FRANCHISE—the right to vote.

HABEAS CORPUS—a court order or writ which demands that the government show why a prisoner is being held.

IMPERIALISM—the policy of gaining control of another nation or area.

INFLATION—a period of rising prices usually caused by an oversupply of money and shortage of goods to purchase.

INTERSTATE—between states.

INTRASTATE—within a state.

JUDICIARY—court system.

JURISDICTION—the power of a political or legal authority to function over a certain area of government or people.

JURY—a group which hears the evidence and decides the guilt or innocence of an accused person.

LEGISLATE—to make laws.

LIBERAL—a person who favors modifying or changing the existing political, social or economic system.

LIMITED MONARCHY—a government in which the power of the monarchy is controlled by a legislature.

MAGISTRATE—a public official.

MAGNA CHARTA—a statement of basic rights gained by the British in 1215 over King John.

MANDATE—authorization by the League of Nations for a nation to govern territory under the League's supervision.

MARTIAL LAW—rule by military power.

MEDIATION—settlement of differences between two parties by an agreed-upon third party.

MILITIA—a citizen's army rather than a regular army.

MINISTER—a nation's diplomatic representative.

MONARCHY—government by an hereditary ruler.

NATO—North Atlantic Treaty Organization.

NEGOTIATE—to confer, discuss, or arrange for.

NONRECOGNITION—the refusal to recognize diplomatically the government of a nation or area.

OAS—Organization of American States.

OLIGARCHY—rule by a few.

PARTISANSHIP—taking a party stand regardless of the issue.

PATRONAGE—distributing government jobs for people who have helped a party or candidate get elected to office.

PEER—equal.

PLAINTIFF—the person who is seeking a remedy for a violation of his rights.

PLANK—an item or point in a party platform.

PLATFORM—a statement of beliefs or principles of a party or person seeking office.

PLURALITY—the most votes cast in an election; it does not have to be a majority.

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PRIME MINISTER—the head of the executive department.

PROPAGANDA—systematic efforts to spread opinions or beliefs.

PRO TEMPORE—temporary.

QUORUM—the number of members required to be present before official business can take place.

RATIFICATION—approval.

REAPPORTIONMENT—a new allotment of representatives.

RECESS—a temporary stopping of official business in a legislative body.

REFERENDUM—to send out to the people for their approval or rejection.

REPUBLIC—a form of government in which the people select representatives to carry out the popular will.

RESOLUTION—a formal expression of opinion adopted by a vote.

REVENUE—income for the government.

SEATO—Southeast Asia Treaty Organization.

SEPARATION OF POWERS—The executive, legislative, and judicial departments operate semi-independently.

SOCIALISM—the belief in government ownership of means of production. There are many beliefs as to the amount of government ownership there should be.

SOVEREIGNTY—power or authority. Free to make own decision.

SPOILS POLITICS—the appointment and retention of governmental employees on the basis of political considerations.

STATUS QUO—things as they are.

STATE—an area possessing territory, population, sovereignty, and government. Also known as a nation.

SUBSTANTIVE RIGHT—a basic civil right.

SUFFRAGE—the right to vote.

TARIFF—a tax on imports.

THEOCRACY—government ruled by religious leaders.

TOTALITARIANISM—a form of government which controls virtually every aspect of the political, economic, and social life of the citizens.

TREASON—the act of aiding the enemy in time of war.

TREATY—a formal agreement between two or more countries.

TRIBUNAL—a court.

TRUSTEESHIP—UN members who agree to help non-selfgoverning areas develop.

UNICAMERAL LEGISLATURE—one house legislature.

UNITARY GOVERNMENT—governmental power belongs to the central government.

VETO—the refusal of an executive to accept the bill which a legislature has passed.

BIBLIOGRAPHY

The editors of this handbook have prepared a unique type of bibliography on American government. Its listings are all found in paperback edition. The decision to construct this type of bibliography was based on the following reasons: (1) a more comprehensive collection may be secured for a smaller investment; (2) lower per unit cost for publications can result in schools securing multiple copies for student use; (3) low cost paperbacks may be utilized in developing collections for individual classrooms; and (4) paperback collections of readings and case studies can be kept up to date at less expense.

No publication date is listed for the selections; instead, the price for each publication has been substituted. We feel that this information can be of value in the developing of individual school bibliographies. This subject list in American government is current to November, 1966. The selections are listed in alphabetical order according to title. An examination of this list will indicate the regard the editors of this handbook have for readings and case studies.

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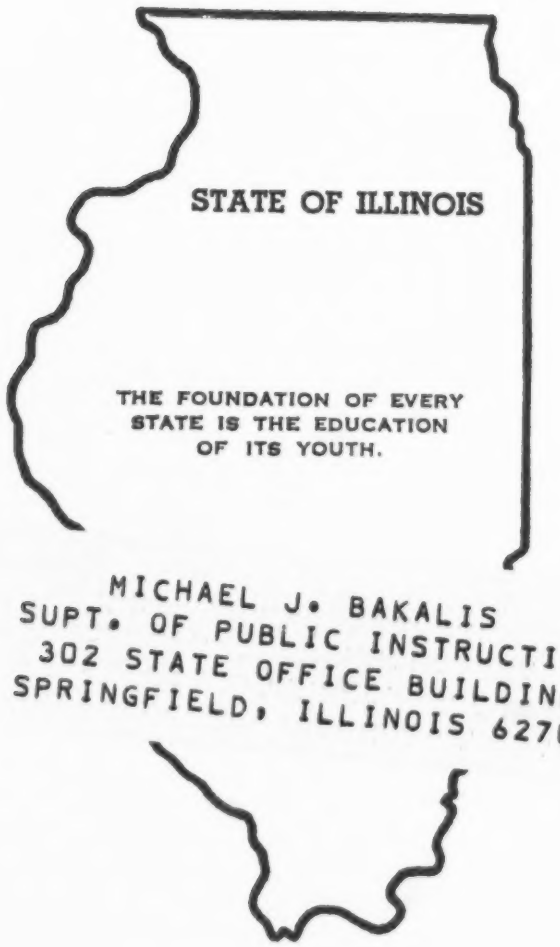

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